

### Training Reliability Check Amongst Evaluators

- 1) The key difference in evaluating Standard 1 (Learner Development) and Standard 2 (Learner Differences) on the rubric is that Standard 1 focuses on using knowledge of students to meet the needs of the classroom, whereas Standard 2 focuses on differentiation and individual student needs.
  - **True / False**

After watching the video associated with Standard 3, how did you rate the candidate for Learning Environment in the following areas?

- 2) Communicates, models, and positively reinforces clear task and behavioral expectations
  - Observed with defined evidence (+)
  - **Observed with ideas for growth (I)**
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
- 3) Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (I)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
- 4) Uses strategies for transitions that minimize problems and maximize instructional time
  - Observed with defined evidence (+)
  - **Observed with ideas for growth (I)**
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
- 5) Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (I)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)

After reviewing the sample the lesson plan with Standard 7, how did you rate the candidate for Planning for Instruction in the following areas?

- 6) Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (I)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)

- 7) Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (*I*)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
  
- 8) Modifies/adapts lesson plans based on student performance data and student needs
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (*I*)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)

After watching the final evaluation video on Standards, 4, 6, and 8, how did you rate the candidate in the following areas?

- 9) Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately as:
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (*I*)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
  
- 10) Checks for student understanding throughout the lesson in a variety of ways
  - **Observed with defined evidence (+)**
  - Observed with ideas for growth (*I*)
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
  
- 11) Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses Observed with defined evidence (+)
  - Observed with defined evidence (+)
  - **Observed with ideas for growth (*I*)**
  - Not observed or evident (-)
  - Not applicable to the lesson (NA)
  
- 12) Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information:
  - Observed with defined evidence (+)
  - Observed with ideas for growth (*I*)
  - Not observed or evident (-)
  - **Not applicable to the lesson (NA)**