OBSERVATION EVIDENCE



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| **Component** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| **1E- Designing Coherent Instruction***Evidence* | * The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.
* The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.
 | * Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.
* The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.
 | * **Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.**
* **The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.**
* **The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.**
 | * Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.
* Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.
* The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
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