

4.2 Indicators of Teaching Effectiveness

Observational Data

Program Completers

Scoring Levels	
IN (1)	Ineffective
DE (2)	Developing
EF (3)	Effective
DI (4)	Distinguished
EX (5)	Exemplary
NO	Not Observed

Protocol:

One graduate was randomly selected for observation by College of Education faculty using the First Year Completer Observation Tool. Scores for each criteria are recorded below. None fell below level 4, Distinguished.

Part 1: Learning and Motivation		
LM 1	Constructs grade level appropriated opportunities to support student learning	5 First grade: Observed science class: What is soil? Five students presented in class with virtual students at home. Two additional students zoomed in from another classroom.
LM 2	Uses grade level appropriate concepts and principles to increase students' motivation	5 All strategies were appropriate for the grade level.
Part II: Instruction		
I 1	Plans instruction based on grade level curriculum standards and goals	5
I 2	Creates instructional opportunities adapted for diverse students	5 Adaptations were made for virtual students.
I 3	Uses a variety of instructional strategies	5 But this is difficult virtually.
I 4	Incorporates critical thinking and problem solving in instruction	4 Questioning was very good and she scaffolded well with their new understandings.

I 5	Uses questioning to assist all students in developing skills and strategies.	4 There were some missed opportunities to ask students probing questions in order to explain how they solved the problems.
I 6	Fosters active engagement and inquiry learning.	5 Ms G was behind a plexiglass shield at her desk in front of her computer for all the students at home to be able to see her. Some students were having difficulty seeing/hearing so they used the chat feature.
I 7	Develops positive social interaction and a supportive environment.	5 Ms G was engaging with all of the students. She answered their questions and helped one student understand how to use bullet points in a presentation.
I 8	Demonstrates effective verbal and nonverbal communication.	5 Ms G was explicit with her explanations and summaries.
I 9	Uses knowledge of media communication to support higher order thinking and collaboration	5 Ms G did a great job using technology to teach all of her students.
Part III: Classroom Management		
CM 1	Implements effective classroom rules, procedures, and routines	5 Ms G was sweet in talking with all her students. Each child is a “friend” and all were polite with their “pleases” and “thank you”.
CM 2	Implements smooth transitions and maximizes instruction time	5 After leaving the virtual students to complete the note-taking, she walked around the class and checked on the 5 in class students as they were taking their notes.
Part IV: Assessment		
A 1	Uses a variety of assessment strategies	4 Ms G reminded all students that their projects were due by

		<p>the end of the day on Schoology. Students also had a quiz on vocabulary which followed watching a video. That was done very well. Ms G also checked through the door of the adjoining room to answer questions from those students.</p>
A 2	Carries out Tier 2 instruction according to the RTI framework.	<p>5 This was completed as best she could under the circumstances.</p>