Standards and Objectives:
- All learning objectives and state content standards are explicitly communicated.
- Sub-objectives are aligned and logically sequenced to the lesson’s major objective.
- Learning objectives are:
  - (a) consistently connected to what students have previously learned,
  - (b) know from life experiences, and
  - (c) integrated with other disciplines.
- Expectations for each student’s performance are clear, demanding, and high.
- State standards are displayed, referenced throughout the lesson with explanations.
- There is evidence that most students demonstrate mastery of the objective.

Motivating Students:
The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students.
- The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.
- The teacher consistently reinforces and rewards effort.

Presenting Instructional Content:
Presentation of content always includes:
- visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.
- Explicit examples, illustrations, analogies, and labels for new concepts and ideas.
- modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.
- concise communication.
- logical sequencing and segmenting.
- all essential information.
- no irrelevant, confusing, or non-essential information.

Lesson Structure and Pacing:
The lesson starts promptly.
- The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.
- Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.
- Routines for distributing materials are seamless.
- No instructional time is lost during transitions.

Activities and Materials:
Activities and materials include all of the following:
- support the lesson objectives.
- are challenging.
- sustain students’ attention.
- elicit a variety of thinking.
- provide time for reflection.
- are relevant to students’ lives.
- provide opportunities for student to student interaction.
- induce student curiosity and suspense.
- provide students with choices.
- incorporate multimedia and technology which enhances student learning and thinking.
- incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).
- In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.

Questioning:
Teacher questions are varied and high quality providing a consistently balanced mix of question types:
- of knowledge and comprehension,
- of application and analysis, and
- of creation and evaluation.
- Questions are consistently purposeful and coherent.
- A high frequency of questions is asked.
- Questions are consistently sequenced with attention to the instructional goals.
- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
- Students generate higher order questions that lead to further inquiry and self-directed learning.
Academic Feedback:
☐ Oral and written feedback is consistently academically focused, frequent, and high quality.
☐ Feedback is frequently given during guided practice and homework review.
☐ The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.
☐ Feedback from students is consistently used to monitor and adjust instruction.
☐ Teacher engages students in giving specific and high quality feedback to one another.

Grouping Students:
The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.
☐ All students in groups know their roles, responsibilities, and group work expectations.
☐ All students participating in groups are held accountable for group work and individual work.
☐ Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
☐ Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.

Teacher Content Knowledge:
☐ Teacher displays extensive content knowledge of all the subjects she or he teaches.
☐ Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.
☐ The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
☐ Limited content is taught in sufficient depth to allow for the development of understanding.

Teacher Knowledge of Students:
☐ Teacher practices display understanding of each student’s anticipated learning difficulties.
☐ Teacher practices consistently incorporate student interests and cultural heritage.
☐ Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Thinking:
The teacher thoroughly teaches three types of thinking:
☐ analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
☐ practical thinking where students use, apply, and implement what they learn in real-life scenarios.
☐ creative thinking where students create, design, imagine and suppose.

Problem Solving:
The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:
☐ Abstraction
☐ Categorization
☐ Drawing
☐ Conclusions/Justifying Solutions
☐ Predicting Outcomes
☐ Observing and Experimenting
☐ Improving Solutions
☐ Identifying Relevant/Irrelevant Information
☐ Generating Ideas
☐ Creating and Designing

Description of Qualifying Measures:
Consistent Evidence of Student Centered Learning/Student Ownership of Learning. Teacher Facilitates the Learning.

research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher consistently provides opportunities where students:
☐ generate a variety of ideas and alternatives.
☐ analyze problems from multiple perspectives and viewpoints.
☐ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.
Instructional Plans:
Instructional plans include:
- measurable and explicit goals aligned to state content standards.
- activities, materials, and assessments that:
  - are aligned to state standards.
  - are sequenced from basic to complex.
  - build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.
  - provide appropriate time for student work, student reflection, and lesson and unit closure.
- evidence that plan is appropriate for the age, knowledge, and interests of all learners.
- evidence that the plan provides regular opportunities to accommodate individual student needs.

Student Work:
Assignments require students to:
- organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.
- draw conclusions, make generalizations, and produce arguments that are supported through extended writing.
- connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

Assessment:
Assessment Plans:
- are consistently aligned with state content standards.
- have clear appropriate measurement criteria.
- measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.
- require extended written tasks.
- are portfolio-based with clear illustrations of student progress toward state content standards.
- include descriptions of how assessment results will be used to inform future instruction.

Expectations:
- Teacher sets high and demanding academic expectations for student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where all students can experience success.
- Students take initiative and follow through with their own work.
- Teacher optimizes instructional time, teaches more material, and demands better performance from every student.

Managing Student Behavior:
- Students are consistently well-behaved, and on task.
- Teacher and students establish clear rules and expectations for learning and behavior.
- The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks inconsequential behavior.
- The teacher deals with students who have caused disruptions rather than the entire class.
- The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.

Environment:
The classroom welcomes all members and guests.
- is organized and understandable to all students and encourages student collaboration.
- supplies, equipment, and resources are easily and readily accessible for all students.
- displays student work that frequently changes.
- is consistently arranged to promote individual and group learning.

Respectful Culture:
- Teacher-student interactions demonstrate caring and respect for one another.
- Students exhibit caring and respect for one another.
- Teacher seeks out, and is receptive to the interests and opinions of all students.
- Positive relationships and interdependence characterize the classroom.

https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf  January 3, 2019