Adult Education Educator Evaluation Artifact Evaluation Guide

Evaluators have the option to use reviews of practice as part of the data collection process for teacher and service delivery evaluations.   This chart connects the Foothills Lesson Plan template with the indicators from the evaluation plan and provides examples or "look-fors".

INSTRUCTION FOR ACTIVE LEARNING

To be rated **proficient or better**, the evaluator should be able to consistently identify evidence of the following:

Indicator	Examples or illustrations
Strategies, tasks and questions Lesson plan template: • Activities/Instructional Strategies section • Modifications/Accommodations section • Resources section • Formative Assessment section	• Materials include activities for **at least two of three levels**: remediation/re-teach, target, enrichment • Teacher selects **primary sources** or other challenging **professional or technical** material or **literature** • After appropriate modeling, students have the **opportunity to work independently** or in pairs • Students given the opportunity to **generate their own examples** • Students engage in **metacognition** to reflect on and select learning strategies or a learning plan to master new information • Students are engaged in **two-step processes** to access factual information and apply, categorize, classify, infer, interpret, organize, predict, show, solve or use in some way • Students are asked to use some process for **problem-solving or inquiry** which involves using evidence from sources, identifying a problem or question, planning or forming an explanation, communicating or justifying explanations • Teacher includes **key questions** to move the lesson forward including essential **questions to push student conceptual understanding, open-ended questions, and higher order questions stems** like how, why, what would happen if, what's most important, why do you think • Students have opportunities in class for reading, writing, listening and speaking about content • Teacher uses formative assessment (questioning, reflection, quizzes, exit slips)

Instructional resources and flexible groupings Lesson plan template: • Relevance/Rationale/Connection section • Activities/Instructional Strategies section • Resources section	• Teacher includes instructional materials for **more than one** (reading**) level** • Teacher uses some type **technology** resource to enhance instruction (hardware, software, apps, Internet) • Students divided into **groups by ability,** groups by **task**, engage in **cooperative learning,** work **individually,** with **partners** and **small** and **large** group work • Teacher purposely connects the information to the **real world** or other disciplines, discusses **relevance** or **application** of information
Student responsibility and independence Lesson plan template: • Student learning targets and success criteria section • Activities/Instructional Strategies section	• Teacher plans for students to have opportunities to **explain or discuss their work or thinking** • Teacher **facilitates** rather than doing all the work • Evidence of **student self-monitoring, self-instruction, goal setting and self-reinforcement** • Students know how to **respond to difficulties** or challenges • Students have authority to pursue **various ways** to accomplish the task/assignment

LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

To be rated **proficient or better**, the evaluator should be able to consistently identify evidence of the following:

Indicator	Examples or illustrations
Rapport and positive social interactions	• Teacher greets students, shows interest in their personal lives by inquiring about interests or activities outside of class • Teacher calls students by name, pronouncing all names correctly • Teacher uses appropriate praise and encouragement • Teacher acknowledges and promotes students assisting each other, politeness and kindness • Teacher consistently identifies and addresses any inappropriate behavior between students (teasing, bullying, mocking, name-calling)
Respect for student diversity	• Teacher incorporates a variety of instructional resources that represent the names, images and examples of people of different racial or ethnic groups • Teacher is aware of religious holidays and cultural celebrations and adjusts class work, homework and assessment schedule accordingly • Teacher provides different levels of work as needed to engage students with different reading levels, learning disabilities, learning styles and multiple intelligences • Teacher considers and uses appropriate adaptive or assistive technologies to engage students
Support of intellectual risk-taking	• Teacher recognizes, encourages and incorporates students' experiences and examples into instructional delivery • Teacher provides for adequate wait time to allow students to formulate answers • Teacher uses cooperative learning strategies to allow students to generate answers with a partner or group • Teacher helps students to process and analyze wrong answers by asking probing questions to uncover misunderstandings and referring students back to text for evidence to support answers • Teacher does not put down, diminish or embarrass student for a wrong answer

High expectations for student learning	- Teacher acknowledges when task is difficult and focuses on developing strategies to help student approach and start the work - Teacher actively expresses belief in students' ability and potential (I know you can do it) - Teacher praises effort and participation - Teacher encourages persistence and encourages students to work with a partner or group or revisit instructional resources rather than providing an easy answer - Teacher helps with goal setting through clearly communicating learning targets and co-constructing success criteria with students - Teacher models and scaffolds instruction but also lets student engage in productive struggle to make meaning by coaching