



Lee's Summit West High School

Indicator 1.2: Cognitively engages students in subject	
The teacher...	
0 - does not cognitively engage students in the content.	<ul style="list-style-type: none"> Does not use instructional strategies to promote thinking about the content Students are not cognitively engaged in the subject matter
1 - seldom cognitively engages students in the content.	<ul style="list-style-type: none"> Ineffectively uses at least one potentially weak instructional strategy to promote thinking about the content Only cognitively engages one student at a time
3 - occasionally cognitively engages students in the content, less than half of the time, or less than half of the students.	<ul style="list-style-type: none"> Uses cognitive engagement strategies (e.g., advanced organizers, K-W-L charts, share-out, shoulder-partner), but not very effectively Missed opportunities for thinking about the content Some students are cognitively engaged minimally
5 - occasionally cognitively engages students in the content, more than half of the time, or more than half of the students.	<ul style="list-style-type: none"> Most students are cognitively engaged much of the time Recognizes if some are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content Uses specific processing structures with students
7 - almost always cognitively engages students in the content, or engages almost all the students.	<ul style="list-style-type: none"> Almost all students spend most of the time cognitively engaged with the content Effectively uses strategies to promote thinking about the content Supports students in monitoring their own levels of cognitive engagement and in employing personal strategies to increase their engagement

Indicator 5.3b: Establishes secure teacher-child relationships	
The teacher...	
0 - has a neutral to negative relationship with students.	<ul style="list-style-type: none"> • Students do not seem to enjoy teacher's presence, nor does teacher seem to enjoy students
1 - seldom has positive interactions, or has a positive relationship with only a few students.	<ul style="list-style-type: none"> • Has a few positive interactions with students • A few students appear to enjoy interacting with teacher
	<ul style="list-style-type: none"> • Is sensitive and responsive to some students some of the time
3 - has positive interactions less than half of the time, or has a positive relationship with less than half of the students.	<ul style="list-style-type: none"> • Has some positive interactions with students
	<ul style="list-style-type: none"> • Several students appear to enjoy interacting with teacher
	<ul style="list-style-type: none"> • Creates an inviting atmosphere some of the time by greeting students at the door, calling students by name, and acknowledging students' perspectives
	<ul style="list-style-type: none"> • Students appear eager to participate in activities • Is sensitive and responsive to some students some of the time
5 - has positive interactions more than half of the time, or has positive relationships with more than half of the students.	<ul style="list-style-type: none"> • Has many positive interactions with students
	<ul style="list-style-type: none"> • Most students appear to enjoy interacting with teacher
	<ul style="list-style-type: none"> • Is sensitive and responsive to most students most of the time
7 - almost always interacts very positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.	<ul style="list-style-type: none"> • Constantly has positive interactions with students
	<ul style="list-style-type: none"> • Almost all students appear to enjoy interacting with teacher
	<ul style="list-style-type: none"> • Constantly creates an inviting atmosphere for all students
	<ul style="list-style-type: none"> • Is sensitive and responsive to some students some of the time

Indicator 7.4: Monitors effect of instruction on individual and class learning	
The teacher...	
0 - does not check the effect of instruction on whole class or individual learning.	<ul style="list-style-type: none"> • Does not assess whether students have achieved the lesson objective • Does not engage in on-the-spot assessment
1 - seldom conducts formative, on-the-spot assessment of learning for either the whole class or individual students or does not take needed corrective action.	<ul style="list-style-type: none"> • Seldom monitors learning progress • May superficially use question and answer as assessment • Minimal follow-up or checking for understanding • Monitors learning somewhat, but does not take corrective action
3 - conducts formative, on-the-spot assessment of learning less than half of the time or for less than half of the students and takes corrective action as needed.	<ul style="list-style-type: none"> • Occasionally quickly assesses understanding of some students before moving on to the next learning activity • Occasionally uses techniques to monitor learning progress such as observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips • May monitor progress of the class as a whole • If needed, some corrective action is taken • Must take corrective action to score above a "2"
5 - conducts formative, on-the-spot assessment of learning more than half of the time or for more than half of the students and takes corrective action as needed.	<ul style="list-style-type: none"> • Occasionally monitors learning progress of most students • Monitors the whole class and many individuals • May use multiple checks for understanding • Often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring other feedback • If needed, corrective action appropriate to most students is taken
7 - almost always conducts formative, on-the-spot assessment of learning for both the whole class and almost all individual students and takes corrective action as needed.	<ul style="list-style-type: none"> • Systematically monitors learning progress • Continuously monitors progress of attaining instructional objectives of the whole class and of each student • On-the-spot assessment is seamless throughout instruction • Strong, appropriate corrective action is taken to ensure learning of almost all students