NIET Post Conference Rating Sheet

Teacher _____   Date _____

Subject _____   Time_____

	Planning
Instructional Plans	**Instructional plans include the following:** 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. 　　*provide appropriate time for student work, and lesson and unit closure;
	Evidence that plan is appropriate for the age, knowledge, and interest of most learners; and
	Evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	**Assessments required students to:** Interpret information rather than reproduce it;.
	Draw conclusions and support them through writing; and
	Connect what they are learning to prior learning and some life experiences
Assessment	**Assessment Plans:** Are aligned with state content standards.
	Have measurement criteria.
	Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);
	Require written tasks; and
	Include performance checks throughout the school year.

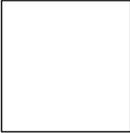| Environment		
Expectations	Teacher sets high and demanding academic expectations for every student.	
	Teacher encourages students to learn from mistakes.	
	Teacher creates learning opportunities where most students can experience success.	
	Students complete their work according to teacher expectations.	
Managing Student Behavior	Students are mostly well-behaved and on task, some minor learning disruptions may occur.	
	Teacher establishes rules for learning and behavior.	
	The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.	
	The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.	
	The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	
Environment	**The classroom:** Welcomes most members and guests.	
	Is organized and understandable to most students.	
	Supplies, equipment, and resources are accessible.	
	Displays student work.	
	Is arranged to promote individual and group learning.	

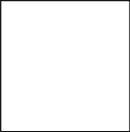| Respectful Culture	Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
	Students exhibit respect for the teacher and are generally polite to each other.
	Teacher is sometimes receptive to the interests and opinions of students.

Instruction

Standards & Objectives	Most learning objectives and state content standards are communicated.
	Sub-objectives are mostly aligned to the lesson's major objective.
	Learning objectives are connected to what students have previously learned.
	Expectations for student performance are clear.
	State standards are displayed.
	There is evidence that most students demonstrate mastery of the objective.

Motivating Students	The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.
	The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.
	The teacher sometimes reinforces and rewards effort.

Presentation of Instructional Content	**Presentation of content most of the time includes:**
	Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
	Examples, illustrations, analogies, and labels for new concepts and ideas;
	Modeling by the teacher to demonstrate his or her performance expectations;
	Concise communication;
	Logical sequencing and segmenting;
	All essential information; and
	No irrelevant, confusing, or nonessential information.
Lesson Pacing & Structure	The lesson starts promptly.
	The lesson's structure is coherent, with a beginning, middle and end.
	Pacing is appropriate and sometimes provides opportunities for students who progress a different learning rates.
	Routines for distributing materials are efficient.
	Little instructional time is lost during transitions.
Activities & Materials	**Activities and materials include most of the following:**
	Are challenging;
	Support the lesson objectives;
	Sustain students' attention;
	Elicit a variety of thinking;
	Provide time for reflections;
	Are relevant to students' lives;
	Provide opportunities for student-to-student interaction;
	Provide students with choices;
	Incorporate multimedia and technology; and
	Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)

Questioning	Teacher questions are varied and high quality, providing for some, but not all, question types: *knowledge and comprehension; *application and analysis; and *creation and evaluation.
	Questions are usually purposeful and coherent.
	A moderate frequency of questions asked.
	Questions are sometimes sequenced with attention to the instructional goals.
	Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).
	Wait time is sometimes provided.
	The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
Academic Feedback	Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
	Feedback is sometimes given during guided practice and homework review.
	The teacher circulates during instructional activities to support engagement and monitor student work.
	Feedback from students is sometimes used to monitor and adjust instruction.
Grouping Students	The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency.
	Most students in groups know their roles, responsibilities, and group work expectations.
	Most 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, most of the time, accomplish the goals of the lesson.

Teacher Knowledge of Content	Teacher displays accurate content knowledge of all the subjects he or she teaches.
	Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.
	Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.
Teacher Knowledge of Students	Teacher practices display understanding of some students' anticipated learning difficulties.
	Teacher practices sometimes incorporate student interests and cultural heritage.
	Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
Thinking	**The teacher thoroughly teaches one type of thinking:** Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; Analyze problems from multiple perspectives and viewpoints.
	Practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
	Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
	Creative thinking, where students create, design, imagine, and suppose; and
	The teacher provides opportunities where students: Generate a variety of ideas and alternatives

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

Observer Signature: _____   **Required Post Conference Date:** _____

Teacher Signature: _____   **Required Post Conference Date:** _____