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## ABSTRACT

The Arizona Lesson Observation and Evaluation (ALOE) system of evaluating teaching is presented. ALOE was developed from Arizona adaptations of the Georgia Teacher Performance Assessment Instruments and, with G. Taylor's "Functional Elements Analysis of Teaching Skills" (FEATS), forms an integrated observation package which allows teaching to be examined in three dimensions: (1) a categorical perspective; (2) a clustered-repertoire context perspective; and (3) a skill level. The three dimensions are addressed in three contexts with the following different instrument editions for individuals observing teaching from specific perspectives: Methods Edition; Supervisor Edition; and Cooperating Teacher Edition. These three manuals are abbreviated editions intended for regular use; in this document they are provided in conjunction with the ALOE Reference Edition, containing expanded explanations of all the skills and concepts covered in the entire evaluation system; and a Conference Skills Instrument, which focuses observation on personal conferences. The present document also contains the reference and work editions of the Conference Skills Instrument. Record sheets for the observations are included, and a record sheet for recording formal tests not related to instruction is provided. (SLD)

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# Arizona Lesson Observation & Evaluation

with the  
Conference Skills Instrument

Design Test Edition  
1990

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# ARIZONA LESSON OBSERVATION AND EVALUATION (ALOE)

DESIGN TEST EDITION  
1990

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# Credits

The parent instruments are reflected in ALOE organization and remnant items and phrases. Credit for the source of specific phrases and items is identified as either **ATRP** (Arizona Teacher Residency Project) or **CPST-SE** (Critical Professional Skills of Teaching--Special Education). The source is further identified by the categories of Teaching Plans and Materials (**TPM**), Classroom Procedures (**CP**), Interpersonal Skills (**IS**), and Behavior Management (**BehMgt**), General Testing Precautions (**GT**), Preparation of the Environment (**Env**), Test Administration and Scoring (**AS**), and the **Item number or descriptor**.

## **ALOE** Item Numbers, Descriptors, Quotes

## **SOURCE OF TERMS/CONCEPTS**

2 a	"Referenced to . . . objectives"	from ATRP (TPM 2.3)
4 b	"Helped students identify objectives"	from ATRP (TPM 7 b): "help students determine their achievement on objectives"
5 b	"[Not all students necessarily get same assignment.]"	from CPST-SE (CP 5 b): "Activities or assignments are differentiated to match the unique needs of individual students."
6 Stem	"Plan (including questions to be addressed) balanced higher and lower thinking processes, such as Bloom's Cognitive Taxonomy identified here: Identify, clarify, or summarize; Apply information to particular situations; Identify and clarify parts of complex ideas or synthesize (integrate) knowledge; Judge value and importance of ideas . . ."	from ATRP (TPM 5) a "Plans require students to acquire factual information or to explain or summarize it." b "Plans require students to apply information to particular situations." c "Plans require students to identify and clarify parts of complex ideas or synthesize knowledge by integrating information." d "Plans require students to judge the value and importance of ideas or information."
10 a	"Efficient teacher-attended routine tasks (a manner indicating anticipation)"	from ATRP (CP 15.2): "Teacher attends to routine tasks in a disruptive or inefficient manner"
b	"Instruction not interrupted by routine tasks"	
e	"appropriate activities when tasks done early" and "putting away finished work properly" "reinforcing appropriate behavior at the end" "students working independently without distracting others"  "tasks done with no more than minimal reminders"	from CPST-SE (CP 16 b): "When finished, students put work away properly and engage in an appropriate activities [sic]" from CPST-SE (CP 16 d): "reinforces appropriate behavior at the end" from CPST-SE (CP 16 a): "Students in independent group do not interrupt the teacher or disturb other students" from CPST-SE (CP 13.4): "Students . . . need only occasional and mild reminders about adherence to established classroom techniques."

## **ALOE** Item Numbers, Descriptors, Quotes

- 11 b "Focused attention early for learning"
- 12 b "Apparent effort to preclude potential confusion"
- c "Immediate clarification in same or different words OR not needed"
- 13 b "Teaching adjusted to monitoring and interpreted student feedback"
- Stem "Such teaching methods as the following observed:  
. . . discussion, explanation, . . . demonstration, . . . drill, inquiry, . . . cooperative learning, . . . problem solving, role-playing"
- Stem "SPECIALIZED TECHNIQUES such as VAKT, Learning Strategies Model, Direct Teaching"
- 14 b "Asked for responses or questions throughout lesson"
- c "Recognized students wanting to volunteer responses"
- d "Incorporated appropriate responses into the lesson"
- 15 Changed into simple past tense to match grammar of other ALOE items.

## **SOURCE OF TERMS/CONCEPTS**

- from CPST-SE (CP 1 a): "Begins lesson promptly."
- from CPST-SE (CP 15 c): "Distractive scenarios are anticipated and preventive measures taken concerning the physical setting"
- from CPST-SE (CP 7.3): "The student is confused by directions given the first time and doesn't follow them, but quick clarifications obtain prompt appropriate responses."
- from CPST-SE (CP 19.4): "Follows lesson plan well, has good follow-up questions which reflect on-going student understanding, and modifies instruction accordingly," and (CP 20 b): "On-going monitoring for understanding by individual students is conducted, and appropriate adjustments to instruction are implemented."
- from ATRP (CP 7): "Teaching methods such as the following may be observed: drill, inquiry, discussion, role playing, demonstration, explanation, problem solving, cooperative learning activities, etc."
- from CPST-SE (CP 3.5): "A specialized teaching technique is evident and applied in a highly skillful and very successful manner. (Example: VAKT, Learning Strategies Model, Direct Teaching)"
- from ATRP (CP 5.4): "Teacher asks for responses or questions frequently throughout the lesson and provides feedback"
- from ATRP (CP 5.3): "Some of the students wanting to make contributions are recognized and asked to give responses."
- from ATRP (CP 5.5): ". . . the teacher incorporates . . . student responses and questions into activities" and CPST-SE (CP 19.3): ". . . to incorporate responses effectively into on-going instruction."
- from ATRP (CP 10)

## **ALOE Item Numbers, Descriptors, Quotes**

- 16 a "Provide positive feedback for student work"
- b "Provided such corrective feedback as additional input, focusing attention, clarification, restatement with prompting for incorrect answers, nonresponsiveness, 'wild guesses,' or misinterpretations OR Not needed"
- c "Helped students evaluate their own performance"
- 17 a "Previewed or helped students identify purpose or importance of lesson"
- c "Modeled (demonstrated) the target learning"
- d "... opportunity to correctly practice skills ..."
- 18 a "Relevant to objective(s)"
- b "Students actively involved in concept or skill closure"
- 19 a "When used, supported (contributed to) objectives"
- d "Media/materials blended smoothly with other kinds of instruction"

## **SOURCE OF TERMS/CONCEPTS**

- from ATRP (CP 6.4): "Students are told specifically what is correct and incorrect about their performance and are told specifically how to improve."
- from ATRP (CP 6.4): "... told specifically how to improve" and CPST-SE (CP 8):
  - a "Incorrect answers are handled by such techniques as supplying the question matched to the wrong answer and prompting the correct answer OR no such responses are given."
  - b "'I don't know' and non-responsiveness to the teacher's questions are handled by such techniques as providing additional input, OR no such responses are given."
  - c "Wild guesses or responses that indicate a major lack of understanding of the concept are handled by such techniques as providing corrective input or no such responses are given."
  - d "Answers indicating a misinterpretation of the question or lack of attention or a 'flip' attend are handled by such techniques as clarification and focusing attention, OR no such responses are given."
- from ATRP (CP 6.5): "... teacher guidance helps students to evaluate their own performance."
- from ATRP (CP 13 b): "Teacher uses techniques which help to make material meaningful to students or explains the importance of what students are learning."
- from ATRP (CP 13 c): "Teacher demonstrates or models the precise learning or response ... expected."
- from ATRP (CP 13 a): "Each student is then given opportunity to practice that correct response."
- from ATRP (CP 12 d): "Closure/summarization is relevant to the objective(s)."
- from ATRP (CP 12 c): "Teacher actively involves students in their own closure/summarization."
- from CPST-SE (CP 2.4): "Extensive use is made of ... materials in a manner which clearly contributed to learning the skill or concept" and ATRP (CP 2.4): "Materials chosen are relevant to the objectives."
- from ATRP (CP 1.4): "Media blends smoothly with other kinds of instruction."

## **ALOE Item Numbers, Descriptors, Quotes**

- 20 Stem "Observed all learners could effectively participate in the whole group"
- a "Continuously observed entire class while directing relevant questions or observation to any attended subgroup"
  - b "Grouping based on diagnosed or frequently-checked skill levels and abilities with objective being taught"
- 21 c "Presented adaptations for those who finished early or did not finish"
- 22 a "Began and ended class on time"
- c "Revised instruction using evaluation results or observation OR not needed"
- d "Interruptions minimized by on-going classroom management"
- 23 b "Vocabulary appropriate and at proper difficulty level"
- 24 a "Speech and writing grammatically correct"
- b "Speech understandable"
- 25 a "Noise level, activity, and movement minimized distractions (conducive to learning objectives)"
- b "Provided . . . materials in safe and orderly setting"
  - c "Bulletin boards and displays showed student work or promoted instructional purpose"

## **SOURCE OF TERMS/CONCEPTS**

- from CPST-SE (CP 5 a): ". . . or it can accurately be assumed that all learners can effectively participate in the whole group."
- from CPST-SE (CP 9): operational definition of "withitness"
- from CPST-SE (4.5): ". . . uses a diagnostic-prescriptive approach"
- from CPST-SE (CP 5 c-d): "Remedial, adaptive or enrichment materials/equipment which are distinct from those provided to others are used by at least one student" and "Alternative presentation methods are matched to different children depending upon their unique needs."
- from ATRP (CP 16 a): "Activities are begun promptly."
- from CPST-SE (CP 19.4): ". . . modifies instruction accordingly"
- from ATRP (CP 16 c-d): "There are no delays during the lesson" and "There are no digressions from objective during the lesson."
- from CPST-SE (CP 18 b-c): "The language is appropriate for the learners."
- from CPST-SE (CP 18 a): "Uses correct grammar. No more than two errors."
- from CPST-SE (CP 18 d): "The language is characterized by proper volume, articulation, intonation and pace."
- from CPST-SE (CP 15 c): "Distractive scenarios are anticipated and preventive measures taken."
- from ATRP (CP 17 a-b): "Classroom is free of litter" and "Furniture is neat and orderly."
- from ATRP (CP 17 d): "Bulletin boards and displays serve an instructional purpose."



## **ALOE** Item Numbers, Descriptors, Quotes

26 Streamlined and changed into simple past tense to match grammar of other ALOE items.

"(Rated '5' if one activity was appropriately conducted. . .)"

- 1 "Ignored one situation or activity"
- 2 "Attended each situation or activity inefficiently"
- 3 "Attended one situation or activity well, the rest inefficient with busy work, idle time, or practice that reinforces errors"
- 4 "One situation or activity clearly more meaningful, but the rest not neglected"
- 5 "Each situation or activity smoothly attended, all students on task"

30 a "Noise level . . ."

". . . activity, and movement minimized distractions . . ."

b "Provided student comfort . . ."

". . . ventilation, temperature, and avoided glares"

c "Spoken directions clear and moderately presented"

d "Materials arranged to minimize distractions"

## **SOURCE OF TERMS/CONCEPTS**

from CPST-SE (CP 10)

"Whole group/one activity situation."

- 1 "Unable to handle more than one situation, activity or group at a time. One is ignored."
- 2 "Manages two situations, groups or activities at a time, but both suffer because of the need to deal with the items simultaneously."
- 3 "Manages two situations, activities or groups simultaneously with one doing well but with the other characterized by such inefficiencies as some degree of busy work, idle time, or practice that reinforces errors."
- 4 "Handles two situations, activities or groups simultaneously without becoming so immersed in one that the other is neglected. However, one group is clearly at an instructional advantage over the other in terms of meaningfulness of their activity."
- 5 "Handles two or three situations, activities or groups simultaneously with such smoothness that all students are on task with equally meaningful learning activities."

from CPST-SE (Env 4 c): ". . . avoids noisy areas, other voices, etc."

from CPST-SE (Env 4 a): "Has child face away from doors and windows where movement and activity are going on or large open spaces with distracting pictures, colors, toys, etc."

from CPST-SE (Env 5 a): "Makes certain the student is in a comfortable position."

from CPST-SE (Env 5 c): "Provides a well-lit room with adequate ventilation and comfortable temperature" and CPST-SE (Env 5 d): "Avoids glaring lights, reflections from pages and faces student away from the window if possible"

from CPST-SE (Env 6 a): "Examiner speaks in a clear, audible voice at a moderate rate of speed"

from CPST-SE (Env 7 d): "Provides an efficient arrangement and method of manipulating materials to avoid . . . distractions for the student"

## ALOE Item Numbers, Descriptors, Quotes

- 31 Streamlined and modified to fit ALOE grammatical construction
- a "Disregarded or redirected irrelevant remarks"
  - b "Focused on motivation, interest, and task"
  - c "Ignored nondisruptive extraneous movements . . ."  
". . . such as encouraging general performance, not specific items or answers"
  - d "Foresew and precluded fatigue and distractions"
- 32 a "Instrument efficient to process"
- b "Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)"
  - c "Evaluated as a whole, weighting results as needed"
  - d "Test evaluated within the intent of the instrument"
- 33 a "Based on specific observed information for objective, straightforward style in interpretation"
- b "Reason for the report implicit or specified"
  - c "Recording done soon"
  - d "Standard English spelling, grammar . . . for formal written reports . . ."  
". . . low-inference words for written reports . . ."  
". . . on specific students . . ."

## SOURCE OF TERMS/CONCEPTS

from CPST-SE (AS 9)

- a "Examiner disregards or redirects irrelevant remarks"
  - b "Examiner minimizes extraneous movements by developing motivation, interest, and task orientation"
  - c "Examiner ignores extraneous movements which do not interfere with the students functioning"
- from CPST-SE (Env 6 c): "Examiner commends and encourages for general performance but never on specific items"
- from CPST-SE (AS 9 d): "Examiner handles extraneous behavior by foreseeing fatigue and distractions"
- from CPST-SE (AS 16 d): "Examiner completes report within a few hours of completing the assessment"
- from CPST-SE (AS 11 d): "Examiner double-checks the chronological age, the number of correct items, additions, and arithmetic calculations"
- from CPST-SE (AS 10 d): "Examiner evaluates equivalent responses in light of other responses listed in the scoring standards"
- from CPST-SE (AS 10 b): "Examiner knows the intent of each test or subtest well"
- from ATRP (TPM 7 a): implicit in "Preassessments are planned to determine students' knowledge base" and CPST-SE (CP 20 d): "Summative testing which is matched to the objectives is conducted, and the results provided to the students" and CPST-SE (AS 15 a): "Examiner makes report straightforward and objective" and CPST-SE (AS 13 a): "Examiner omits hearsay or unverified opinions . . ."  
and CPST-SE (AS 13 c): "Examiner uses behavioral descriptions or supporting information rather than generalized statements . . ."  
and CPST-SE (AS 13 d): "Examiner backs all generalized statements with specific information"
- from CPST-SE (AS 13 a): "Examiner is aware of the reason for the report . . ."
- from CPST-SE (AS 16 d): "Examiner completes report within a few hours of completing the assessment"
- from CPST-SE (AS 15 b): "Examiner edits the report carefully for spelling, grammar, and punctuation"
- from CPST-SE (AS 15 c): "Examiner edits semantics -- . . . nebulous words, pet expressions . . ."
- from CPST-SE (AS 15 d): "Examiner writes to report on a specific, unique student"

## ALOE Item Numbers, Descriptors, Quotes

- 34 Modified item to fit ALOE grammar
- 36 Modified from ATRP (IS 1) with subdescriptors by Barbara Weber, Center for Educational Development, Tucson, Arizona, from Mary Collin's *Enthusiasm Scale* (1976)
- a "Eye contact or facial expressions communicated respect, concern, and interest."
  - b "Voice inflections stressed points of interest and importance."
  - c "Posture communicated poise, . . . moved around room, . . . sat among students"
  - d "Gestures accentuated points."
- 37 a "Used student names in both a warm, friendly way"
- b "Asked (or knew) student interests and opinions"
  - d "Language free of derogatory references, sarcasm"
- 38 b "Clear expectations about behavior supported by constructive comments about (un)acceptable behavior"
- c "Indicated awareness of participation and any significant off-task behavior"
  - d "Nonverbal feedback, smiles, frowns, nods, proximity"
- 39 a "Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs"
- b ". . . complimented sustained effort and self-discipline during difficulty"
  - c "Feedback adjusted to emotional needs without overreacting or losing balance"
- 40 b "Appropriate behavior reinforcement"
- b "such as: rewards, compliments, correction, non-verbal communication, encouragement"
  - c "Inconsequential misbehavior overlooked OR none existed"

## SOURCE OF TERMS/CONCEPTS

- from CPST-SE (GT 1)
- from ATRP (IS 1)
- a "Eye contact or facial expressions communicate pleasure, concern, interest, etc."
  - b "Voice inflections stress points of interest and importance."
  - c "Posture (moving around room or sitting among students) communicates enthusiasm."
  - d "Gestures to accentuate points communicated"
- from ATRP (IS 2 d): "Teacher uses students' names in a warm and friendly way."
- from ATRP (IS 2 a): "Teacher asks about students' interests and opinions."
- from ATRP (IS 4 d): "Teacher's language is free of derogatory references or sarcasm."
- from ATRP (IS 4 a): "Expectations about behavior are clear" and CPST-SE (BehMgt 6 a): "identifies inappropriate behavior . . ." and CPST-SE (CP 11 c): "Makes suggestions for further improvement of student's work in such a situation."
- from CPST-SE (BehMgt 5.5): "Identifies . . . all significant off-task behaviors . . ."
- from ATRP (IS 4 b): "Teacher provides nonverbal feedback (smiles, frowns, nods, moves closer to student, etc.) . . ."
- from CPST-SE (CP 12.1-4): "Detects outward signs of emerging frustration . . ." and CPST-SE (CP 11 a): "Shows a genuine interest in a student's work when the student first begins to show signs of boredom or restlessness."
- from CPST-SE (CP 11 b): "Compliments the student for effort in such a situation."
- from CPST-SE (BehMgt 4.4): "Appropriately responds (neither overdoing nor underdoing) to learners who participate . . ."
- from ATRP (IS 5 c): "Appropriate behavior is reinforced."
- from CPST-SE (BehMgt 4.5): ". . . responds . . . using a variety of compliments, encouraging [sic] statements, rewards, or non-verbal responses."
- from ATRP (IS 5 b): "Inconsequential behavior problems are overlooked or none exist."

## **ALOE Item Numbers, Descriptors, Quotes**

- 41 a "Focused on individuals who cause disruptions rather than the entire class"
- b "Major disruptions attended to quickly and firmly"
- c "Appropriate consequences, such as: based on severity of rule violation or off-task or disruptive behavior . . ."
- "clarity to students"
- "consistent and fair application"
- 43 a "Behavioral objectives based on baseline data or observation"
- b "One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)"
- c "Uses direct observation measurement procedure, such as . . . event recording"
- d "Such techniques as the following observed (combined or modified as indicated): activity reinforcement"  
"contingency contracting, social reinforcement"
- "group contingency, home-based reinforcement, modeling, shaping, social reinforcement"

## **SOURCE OF TERMS/CONCEPTS**

- from ATRP (IS 6 a): "Individuals who have caused disruptions are dealt with rather than the entire class being punished."
- from ATRP (IS 6 b): "Major disruptions are attended to quickly and firmly."
- from ATRP (IS 6 c): "Consequences for misbehavior are based on the severity of the disruptions" and CPST-SE (BehMgt 8.5): "Consequences . . . are matched to the severity of the infraction."
- from ATRP (IS 4 a): "Expectations about behavior are clear" and CPST-SE (BehMgt 8.5): "Consequences . . . are obviously clear to the students . . ."
- from CPST-SE (BehMgt 8.4): "Consequences . . . are consistently and fairly applied . . ."
- from CPST-SE (BehMgt 12 a): "Writes objectives aimed at at least one student based on collected baseline data or which will be assessed by direct observation."
- from CPST-SE (BehMgt 9 d): "Uses one specific management system with clear rules and consequences that children understand (eg. [sic] assertive discipline, precision teaching)"
- from CPST-SE (BehMgt 12 a): "Uses a direct observation procedure in connection with the lesson . . . such as: event recording to obtain performance data."
- from CPST-SE (BehMgt 9 c): "Uses several different reinforcers such as edible, tangible, token social, or activity reinforcers."
- from ATRP (IS 5 a): "Teacher uses techniques (e.g., social approval, contingent activities, etc.) to maintain appropriate behavior."
- from CPST-SE (BehMgt 9 e): "Demonstrates at least one of the following techniques during the lesson: token system, contingency contracting, home-based reinforcement, group contingency, social reinforcement, modeling, shaping."

The Critical Professional Skills of Teaching--Special Education (CPST-SE) is reflected in ALOE's Conference Skills Instrument (CSI) general organization and items and phrases. Credit for the source of specific *Reference Edition CSI* phrases and items is thus identified by the CPST-SE Conference component **Item number** (e.g., 5.1-5.5) or **Item-and-descriptor** (e.g., 1 a, 2 b, or 16 d).

**CSI Item Numbers, Descriptors, Quotes**

**CPST-SE SOURCE OF ITEMS/PHRASES**

<p>1 a "Specified purpose and outline of content"</p> <p>b "Provided appropriate setting" "neat, clean" "comfortable seating" "confidential, uninterrupted"</p> <p>c "Provided record accessibility and ease of viewing"</p> <p>d "Appropriate closure, including summary, follow-up, and transition to informal conversation"</p> <p>2 a "Courteous, deferential, respectful, and polite"</p> <p>b "Unconditional positive regard without moralizing"</p> <p>c "Helping individual identify/deal with any defensive or adjustive behavior OR None existed"</p> <p>d "Indicates empathy when the individual has difficulty, answering a question (expressed understanding, concern, and encouragement during especially sensitive moments)"</p> <p>3 a "Facilitated speaking what's on the individual's mind . . ." ". . . rather than on the interviewer's next remark"</p> <p>b "Clearly stated questions related to the conference purpose . . ."</p> <p>c "Checked what is meant"</p> <p>d "Interpreted or summarized and identified constructive intervention strategies"</p>	<p>from 1 a: "Written interview guide has statement giving the purpose of the interview."</p> <p>from 2 stem: "Provides Appropriate Setting"</p> <p>from 2 a: ". . . space is clean, neat . . ."</p> <p>from 2 b: ". . . provides for comfortable seating . . ."</p> <p>from 2 c: ". . . provisions have been made for no interruptions . . ."</p> <p>from 2 b: ". . . provides for . . . ease of seating, easy viewing of charts and records . . ."</p> <p>from 1 d: ". . . provides for appropriate closure of the interview including . . . summary of highlights, transition from formal interview to informal conversation, and follow-up."</p> <p>from 4 a: "is courteous, deferential and polite throughout the entire conference/interview."</p> <p>from 4 b: "Maintains unconditional positive regard throughout conference/interview, no moralizing"</p> <p>from 5.5: ". . . interviewer helps clients deal with the defensive mechanism of stage of adjustment or No defensive or adjustive behaviors are evident."</p> <p>from 4 c: "Expresses understanding and concern when the client reveals problems or discusses worries" and IPS 4 d: "Encourages client when he/she has difficulty answering a question or has a problem talking about a topic."</p> <p>from 8: "Keeps the Client Talking"</p> <p>from 9.5: "Actively involved in what the client is saying."</p> <p>from 10.3: "Questions are clearly stated and . . . related to the theme of the interview . . ."</p> <p>from 10.4: ". . . asks for clarifications when appropriate."</p> <p>from 13 d: ". . . interviewer brings thoughts to focus by bringing together several ideas through <u>summarization</u>."</p>
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**CSI Item Numbers, Descriptors, Quotes****CPST-SE SOURCE OF ITEMS/PHRASES**

4 a	"Relevant to conference purpose"	from 17.3: the positive side of "Trivial items or irrelevant content are avoided . . ."
b	"Real need addressed for specific resolution"	from 17.5: ". . . a real problem is addressed in terms of possible solutions and a specific plan of action."
c	"Meaningful examples, samples, charts, profiles, or test results provided"	from 17.4: "Client is provided with work samples, charts, profiles, test results or meaningful examples . . ."
d	"Related to a whole picture"	from 17.3: "Content . . . includes important items and issues that are brought together to form a whole."
5 c	"Evaluated options to resolve needs"	from 17.5: ". . . addressed in terms of possible solutions and a specific plan of action."
d	"Constructively-directed, avoided irrelevant or disruptive sidetracking"	from 11.5: ". . . while staying on target and accomplishing the goals of the interview" and 15.2: ". . . instances of wasted time during the interview."
6 a	"Understandable, articulate, correct"	from 6 a: "Speech is understandable and articulate" and 6 b: "Oral expression is correct."
b	"Professional vocabulary appropriate for the interviewed person's age and background"	from 6 d: "Vocabulary is professional but appropriate for the age and background of the client."
c	"Talked to, not down or over the head"	from 12 c: "Does not talk down to or over the head of the client."
d	"Provided alternatives and qualifications for sensitive areas"	from 12 d: "Provides for alternative responses in sensitive areas."
7 a	"Appropriate initiation begun by interviewer" "what should be accomplished in the conference, topics to be addressed . . . , use of information, assurance of confidentiality . . ." "length of the conference"  ". . . topics to be addressed (any added by the individual) . . ."	from 16 stem: "Initiates the Conference/Interview"  from 16 a: "Explains the purpose of the conference/interview, what is trying to be accomplished, how the information will be used, and assurances of confidentiality." from 16 c: "Indicates how long the conference/interview will last." from 16 d: "Invites the client to add topics, to ask questions, and to genuinely interact in the interview."
b	"Use of time effective to achieving conference goals"	from 15.4: "Interviewer makes highly effective use of time throughout the interview resulting in the achievement of the goals of the interview . . ."
c	"Managed distractions and digressions OR none existed"	from 15.5: ". . . interviewer is confronted with distractions and efforts by the client to digress . . ."
d	"Routine tasks not disruptive"	from 14.2: "Attends to routine tasks in a disruptive or inefficient manner . . ."
8 b	"Persons identified as who will do what when"	from 18.4: ". . . who will do what, when is specifically stated."
c	"Alternative plans specified if unsuccessful"	from 18.5: ". . . the plan includes specifics about what alternative strategies will be pursued if the initial ones do not succeed . . ."
d	"Follow-up plan specified"	from 18.4: "There is a clear plan of action . . ."

**CSI Item Numbers, Descriptors, Quotes****CPST-SE SOURCE OF ITEMS/PHRASES**

9 a	"Summary of highlights"	from 19.4: ". . . summary of highlights . . ."
b	"Limitations of conference stated"	from 19.4: ". . . statement of limitations of sessions . . ."
c	"Follow-up plan of what was to happen next"	from 19.5: ". . . conference/interview concludes with a statement about what is to happen next (follow-up plan)."
d	"Informal courtesy"	from 19.3: ". . . courtesy . . ."
10	Modified slightly to fit ALOE grammatical construction.	from 20

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# Instrument History

Teaching owes a profound debt to the Georgia Department of Education and Lester M. Solomon for pioneering the *Teacher Performance Assessment Instruments* (TPAI) developed by the University of Georgia College of Education with over 4,000 educators contributing to teaching competency development. Quantification and analyses of observed teaching skills--and related support to teachers--have opened an era of educational research otherwise impossible.

Based on the TPAI, the *Arizona Teacher Residency Project* (ATRP) was piloted at Northern Arizona University several years beginning in 1983. The present instrument owes its basic shape and components to the TPAI/ATRP. Hierarchical scales with values of 1-to-5 were found most fitting for some items. Discrete scales with combinations of characteristics or subskills were found most fitting for other items. A key component to the TPAI/ATRP is the training program which creates a common frame of reference and a set of procedures for teacher evaluation and communication. This reduces subjectivity.

The *Critical Professional Skills of Teaching--Special Education* (CPST-SE) soon incorporated and expanded the ATRP. Specialized vocabulary and skills attempted to keep the strengths of ATRP while focusing on concerns and issues specific to Special Education.

The *Arizona Lesson Observation and Evaluation* (ALOE) began in March, 1988, as a revision of ATRP. Comments on the teacher-evaluation systems of the Amphitheater, Kyrene, Apache Junction, and Peoria School Districts in Arizona were appended to specific ATRP items for possible tailoring to further support such teacher education "customers." (These districts had shown the most teacher-administrator support for their teacher evaluation systems in Arizona. These systems also largely supported ATRP.) The consensus at the time was to rewrite the ATRP into a discrete-scale document. The regular teacher education faculty wanted feedback from various groups who worked with the ATRP before further tailoring to teacher education needs.

Feedback from the following sources changed the direction from a revision into another generation of focused teacher observation:

- ( 1 ) University student teacher supervisors with backgrounds in (a) elementary and (b) secondary teacher education, (c) Special Education, (d) Foundations, and (e) Educational Psychology,

(2) Educational Specialties Faculty (Special Education and Bilingual/Multicultural Education), and

(3) Educational Psychology Faculty.

Busy faculty members suggested specific items or descriptors within their areas of expertise. In addition, Dr. Ron Hockwalt, District Superintendent of Cajon Valley Union School District, El Cajon, California, submitted his district teacher evaluation system for consideration. This system translated Effective Schools Research into competency format and uniquely contributed the basis for ALOE items eight and nine.

In 1984, the State of Arizona established Center for Excellence in Education (CEE) at Northern Arizona University. Legislative support assumes accountability, and the ALOE is one component of the Teacher Education Database effort to validate all teaching graduates. A quickly-growing school, the Center for Excellence in Education has separate regular and Special Education teacher education instruments. Completely separate long-range databases for regular and Special Education would require major adjustments for dual majors, but database construction for each area is also more than the Center has allocated resources to develop. Thus, the Center moved into a phase of blending the much longer CPST-SE with the ATRP/TPAI into the ALOE.

Since the ALOE integrates ATRP and CPST-SE, ALOE would be considerably longer than either parent instrument except for two strategies. ALOE attempts to (1) reduce duplication and (2) convert predominantly hierarchical-scale instruments into predominantly discrete-scale instruments. Directions to quantify the scales in instrument directions are brief examples.

Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - Four of the descriptors are evident.
- 6 - Five of the descriptors are evident.
- 7 - Six of the descriptors are evident.

The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

- 1 - 17.1 Few or no students achieve objective
- 2 - 17.2 Some students meet objective
- 3 - 17.3 Many students meet objective
- 4 - 17.4 Most students meet objective
- 5 - 17.5 Nearly all students meet objective

Whereas hierarchical-scales rank statements or characteristics, ALOE discrete-scales include three-to-six possible observations called descriptors, for instance: (a) One characteristic existed; (b) Another trait was evident; (c) Some issue was addressed. While the parent instruments address many of the same skills, both are predominantly hierarchical-scale instruments.

Teaching context is a source of concern for observers. Does the observation focus on teaching a simple skill within a lesson, on a lesson itself, or on an instructional unit? ALOE separates items specific to an instructional unit into a supplement to be observed by the cooperating teacher. There are thirty items both cooperating teacher and university supervisor observe.

In 1989, the ALOE editing committee representing teacher education and inservice at Northern Arizona University, Arizona State University, and Grand Canyon University reviewed the instrument. It is the intent of the editing committee that the instrument and the knowledge base serve rather than drive the teaching. The TPAI, ATRP, and CPST-SE items all have a 1-to-5 quantitative potential. The committee moved to a more open-ended approach.

Like ATRP and CPST-SE, ALOE will soon be adapted to scanner forms. The ALOE has several features and applications seldom addressed in instruments: (1) Context editions for comparison with methods class instruments, and to focus on specific settings for university supervisors and cooperating teachers, and an expanded Reference Edition for clarification. (2) The basic Supervisor Edition has nine percent (9%) less items than the ATRP, the shorter parent document. (3) Two supplemental items address Bilingual/Multicultural Education. Two more items address uniquely Special Education concerns, one of which is observed by both cooperating teacher and university supervisor. (4) A Categorical Component--planning, implementation, discipline and organization, and reflection--add the dimension of focusing attention on the conceptual knowledge base for expanding professional teaching repertoire. (5) Garry Taylor's *Functional Elements Analysis of Teaching Skills* (FEATS), recently developed at NAU, is 90-94% content related to the ALOE, providing an instructional counterpart so teacher education faculty do not have to "teach to the (ALOE) test." Accordingly, concern for ALOE instrumental research effect is minimized. FEATS addresses interrelated teaching concepts especially appropriate for methods classes and inservice. (6) The Conference Skills Instrument (CSI), screened by individual Special Education, Educational Psychology, and Educational Administration faculty, was integrated into the comprehensive package. Internships allow more time for actual conferences to be conducted and observed in Special Education, Educational Psychology, and Educational Administration. Teacher inservice offers opportunity for mentors, department chairs, and principals to observe actual conferences scarcely available to university supervisors.

Students from regular and Special Education (20-to-30 each) and Vocational Education are involved in the pilot study establishing correlation of parent instruments to ALOE during fall, 1989. The Center is trying to balance reliability and usability (streamlined in the low-inference ATRP format) while addressing concerns raised by education constituents (validity). Dr. Lester Solomon and the Teacher Assessment Project in Georgia faced this concern in the mid-1970s.

## Organization and Intended Applications

The present document (ALOE) and Garry Taylor's *Functional Elements Analysis of Teaching Skills* (FEATS) form an integrated observation package allowing for teaching to be addressed in three dimensions:

- (1) a categorical perspective,
- (2) a clustered-repertoire context perspective (FEATS), and
- (3) a skill level.

These dimensions are addressed in three contexts with distinct instrument editions for individuals able to observe teaching from specific perspectives:

- (1) **Methods Edition** designed to compare with existing instruments involving lessons taught peers in teacher education **methods class settings**,
- (2) **Supervisor Edition** designed for university supervisors, inservice agency observers, and researchers to observe **lessons** taught in actual K-12 classroom settings, and
- (3) **Cooperating Teacher Edition** designed for cooperating teacher, department chair, or principal to observe **instructional units** taught in actual K-12 classroom settings.

All of the Methods Edition items and descriptors can be observed in the Supervisor (lesson-focus) Edition setting, which in turn can be observed in Cooperating Teacher (Instructional unit-focus) Edition setting. These editions have a cumulative relationship up to the complete Cooperating Teacher Edition. The **Reference Edition** was designed to explain in the same format expanded explanations of the skills and concepts. As such, it is cumbersome to use. The other three editions are more abbreviated work editions intended for regular use. Once ALOE is piloted, ***evaluators are intended to receive their appropriate work editions (Methods, Supervisor, or Cooperating Teacher Edition) with the Reference Edition.*** The various editions can be used to identify developmental aspects of teaching ability.

For teacher education and inservicing, Conference Skills Instrument (CSI) focuses observation on personal conferences. **Conference Skills Instrument Reference and Work Editions** are included in the present document. Lesson observations are easier to arrange than conference observations. Simulation may address such skills and issues for most teacher education. Special Education, Educational Psychology, and Educational Administration Internships allow enough time for actual conferences to be conducted in those fields. Teacher inservicing offers opportunity for mentors, department chairs, and principals to observe actual conferences.

# ALOE Reference Edition

## *Expanded Arizona Lesson Observation and Evaluation*

March 30, 1990

### Available Editions (Applications)

The instrument has a categorical component to allow focus on such general clusters as identifying beforehand what is to be taught and actually teaching what has been planned. The editions (applications) are cumulative. Methods items are included in the Supervisor Edition, which is, in turn, included in the Cooperating Teacher Edition. This feature allows skills to be compared as students progress through the teacher education program and into their initial years of teaching.

#### **METHODS CLASS EDITION (Simulation)**

This edition is designed for comparison with instruments used in methods classes for peer teaching. Any item can be used as the focus of observation. *Italicized items, descriptors, and phrases in the Methods Edition are not normally expected to be observed in simulation (peer-teaching) settings. These italicized items are printed only to help the observer keep the context of the skills usually observed in elementary and secondary schools.*

#### **EDUCATION SUPERVISOR/RESEARCH EDITION (Teaching a Lesson)**

The teaching context is the lesson. Designed to assist actual K-12 lesson observation by both university supervisors and cooperating teachers during field experience and student teaching.

#### **COOPERATING TEACHER EDITION (Teaching an Instructional Unit)**

The teaching context is the instructional unit. This edition expands the Supervisor Edition with items for which a mentor has knowledge of adopted curriculum, local school policy, and long-term exposure to instructional unit implementation. Such mentors include cooperating teachers during student teaching and school principals or department chairs as the teaching career begins.

**The CATEGORICAL COMPONENT** adds an integrative dimension to the instrument, which is more than a mere average of items in each category. As one finishes rating each category, the perceived "feel" for the category is recorded in the categorical component. This component is valuable for introductory professional education coursework to develop perspective. It is most important to keep the context of individual skills to the instructional setting. This is the realm in which the art of teaching operates. The definitions for the ratings from *Functional Elements Analysis of Teaching Skills (FEATS)* by Garry Taylor are briefly:

- |              |  |             |                              |
|--------------|--|-------------|------------------------------|
| <b>zero</b>  | not applicable to the activity                     | <b>four</b> | needs significant refinement |
| <b>one</b>   | unobserved, needs education <i>before</i> practice | <b>five</b> | needs minimal refinement     |
| <b>two</b>   | needs significant education/practice               | <b>six</b>  | developed or mastered        |
| <b>three</b> | needs additional education/practice                |             |                              |

## Categorical Component

**DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE:** As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills (FEATS)* are:

### Categorical Rating Scale Definitions

<i>Not applicable</i>	<i>Needs education before practice</i>	<i>Needs significant education and practice</i>	<i>Needs minimal education and practice</i>	<i>Needs significant refinement</i>	<i>Needs minimal refinement</i>	<i>Mastered</i>
0	1	2	3	4	5	6

**PROFESSIONAL THINKING AND PLANNING:** Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0                    1                    2                    3                    4                    5                    6

**INSTRUCTION AND CLASSROOM ORGANIZATION:** Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0                    1                    2                    3                    4                    5                    6

**DISCIPLINE AND CLASSROOM MANAGEMENT:** Maintained classroom behavior and professional decorum conducive to the desired learning.

0                    1                    2                    3                    4                    5                    6

**REFLECTING** (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0                    1                    2                    3                    4                    5                    6

**ANALYSIS** (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0                    1                    2                    3                    4                    5                    6

**PROFESSIONAL DEVELOPMENT** (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0                    1                    2                    3                    4                    5                    6

## Directions for following pages: Items are quantified as:

Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
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- 5 - 17.5 Nearly all students meet objective

## PROFESSIONAL THINKING AND PLANNING

### Specified Observable, Measurable Lesson Objectives

(1) Objectives

*Condition for lesson observation: Outline of unit objectives*

- a. Objectives based on identified unit concepts and skills  
(measures to determine achievement)
- b. Objectives logically sequenced OR one objective planned
- c. Appropriate for student success level
- d. Specified conditions of performance

### Specified Teaching Procedures for Lesson

(2) Procedures

- a. Referenced to objectives
- b. Identified clearly how objectives are met
- c. Sequenced in terms of what students are to do
- d. Included an advanced organizer (set)
- e. Included appropriate closure
- f. Included integrative transitions

### Specified Resources for Lesson

(3) Resources

*Condition: List or inclusion of materials (even in facsimile form)*

- a. Relevant and referenced to objective/learning activity
- b. Usable (e.g., readable, easy-to-follow directions)
- c. Concrete or manipulative (hands-on) material included  
OR Not needed
- d. Supplemental resources contributed to skill or concept  
OR School-adopted resources sufficient

**Specified Procedures for Assessing Progress**

*Condition: Indicate pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests*

- a. Referenced to objectives (all that's targeted to be learned)
- b. Helped students identify objectives before any graded assessment
- c. Appropriate to objectives (what is planned), content (what is taught), and procedures (how it's presented)
- d. Assessment appropriate to target students (not necessarily the same for all students) and expectancies (approximate or district-defined grade-level expectations)
- e. Planned for periodic progress checks

(4) Assessment Procedures

**Planned for Student Diversity**

- a. Based on noted observation, such as
 

cognitive abilities	cultural/language backgrounds
learning styles	social/emotional maturity
learning rates	reluctant or difficult-to-reach pupils
at-risk pupils	handicaps
- b. Targeted specific or individual instruction (referenced to specific assessment or previous event) OR observed that individualized instruction not needed  
[Not all students necessarily get same assignment.]
- c. Provided for adaptive or unfinished assignments relevant to objectives and meaningful enrichment activities for those who finish early
- d. Identified alternative procedures (such as referral to specialists of students with special needs the teacher can't meet) OR observed that alternative procedures were not essential

(5) Diversity of Student Culture and Behavior

**Activities Accounted for Student Diversity**

Plan (including questions to be addressed) balanced higher and lower thinking processes, such as Bloom's Cognitive Taxonomy identified here:

- Identify, clarify, or summarize;  
Apply information to particular situations;  
Identify and clarify parts of complex ideas or synthesize (integrate) knowledge;  
Judge value and importance of ideas,  
according to the following criteria:
- a. Appropriate to unit objectives
  - b. Apparent for student ease and motivation (readiness)
  - c. Smooth transition to/from other cognitive levels
  - d. Appropriately balanced higher and lower cognitive thinking

(6) Diversity of Student Abilities



**Established Conditions for Learning**

- a. Procedures specify control techniques to facilitate target learning

activity reinforcement                      token system  
social reinforcement                      modeling

- b. Facilities (physical arrangement) and materials readily accessible (organized to maximize target learning)

- c. Specified expectations for student behavior

identifying discipline strategies (beginning at lowest-key effective strategy): eye contact, proximity, gestures, touch, cue, "chew," natural consequence, time out, punishment, suspension, expulsion

preorganizing (directions to initiate non-routine transitions) to facilitate routines and minimize distractions

contingency contracting                      shaping  
activity reinforcement                      modeling  
group contingency                      token system  
home-based reinforcement

(7) Classroom Control and Management

**Specific Cooperating Teacher Observation**

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWS ITEMS 8 AND 9 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. Some descriptors are available as the cooperating teacher evaluates the overall unit when completed. At the school site, teacher knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.

**Adherence to Curriculum Objective**

- a. Preassessment or previous unit performance defined base from which to build unit
- b. Unit performance evaluation based on specified criteria
- c. Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives
- d. Students were provided unit feedback

(8) Unit Progress and Feedback

**Adherence to Course Objectives**

- ( 1 ) Instruction meets adopted scope and sequence.
- ( 2 ) Any substituted materials are related to the adopted course of study.

(9) Adherence to Curriculum Objectives

- 9.1 Unrelated
- 9.2 Slightly related
- 9.3 Satisfactory
- 9.4 Relevant to course
- 9.5 Most relevant to course

## **INSTRUCTION AND CLASSROOM ORGANIZATION**

### **Attended to Routine Tasks (or Time on-Task)**

(10) Routine Tasks

- a. Efficient teacher-attended routine tasks (a manner indicating anticipation)
- b. Instruction not interrupted by routine tasks
- c. Materials ready and in place
- d. Smooth transitions between activities or parts of the lesson (e.g., the transition from opening into the main body, the instructional component)
- e. Evidence of established routines, such as:
  - appropriate activities when tasks done early
  - putting away finished work properly
  - reinforcing appropriate behavior at the end
  - students working independently without distracting others
  - tasks done with no more than minimal reminders

### **Opened Lesson Effectively**

(11) Lesson Opening

- a. Previewed lesson (established clear set)
- b. Focused attention early for learning (quickly engaged class in target learning)
- c. Made use of student motivation and enthusiasm (e.g., having students "teach" what they know)
- d. Opening smooth and integrated (elements fitted together, seamless with lesson components connected naturally)
- e. Connected (bridged) previous learning to new learning

### **Gave Clear Directions and Explanations Related to the Lesson (or No Misunderstandings were Apparent)**

(12) Directions and Explanations

- a. Appropriate (effective) to group size (whether for class, group, or individual)
- b. Apparent effort to preclude potential confusion
- c. Immediate clarification in same or different words  
OR not needed

**Used Appropriate and Effective Teaching Methods (Techniques)**

(13) Appropriate Teaching Methods

- a. Relevant to objective
- b. Teaching adjusted to monitoring and interpreted student feedback, effective for student achievement and personal growth
- c. Attention drawn to target learning rather than the method (tool) being used
- d. Smooth transitions between methods (e.g., lesson parts, elements, groups, delivery systems) OR one method appropriately used

Such teaching methods as the following observed:

<b>TELLING</b>	<b>SHOWING</b>	<b>DOING</b>	cooperative
audio tapes	demonstration	exercise	learning
debate	modeling	drill	manipulation
discussion	pictures	inquiry	problem
explanation	video tapes	practice	solving
exposition	written word	simulation	role-playing
lecture			

panel discussion

SPECIALIZED TECHNIQUES such as VAKT, Learning Strategies Model, Direct Teaching

**Used Student Responses and Questions in Teaching**

(14) Use of Student Responses

- a. Questioning techniques effective for class involvement and appropriate to lesson (including such means as active student involvement or thought-provoking questions)
- b. Asked for responses or questions throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions, such as
  - concrete
  - inferential
  - pairs of students allowed to answer questions on a "buddy system"
 effective for class involvement and appropriate to lesson
- f. Clear, supportive, and helpful answers to questions

**Provided Opportunities for Participation**

- 15.1 Class activities required passive presence.
- 15.2 Only a few students required to participate actively; most appeared to be bystanders.
- 15.3 Most students had opportunity, and participated actively at some time in the lesson,
  - such as physical movement
  - small group discussion
  - manipulation of [hands-on] materials
- 15.4 All students had opportunity and participated in some type of activity.
- 15.5 All students had opportunity and participated in two or more activities OR one activity was appropriate for the lesson.

(15) Opportunities to Participate

**Provided Student Feedback Throughout Lesson**

- a. Provided positive feedback for student work
- b. Provided such corrective feedback as
  - additional input      focusing attention
  - clarification          restatement with prompting
 for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR Not needed
- c. Helped students evaluate their own performance

(16) Feedback to Students

**Promoted Student Retention**

- a. Previewed or helped students identify purpose or importance of lesson
- b. Linked existing student experience or interest to current lesson
- c. Modeled (demonstrated) the target learning
- d. Accurate response to any mistakes with opportunity to correctly practice skills before making assignment or testing
- e. Strategies presented to help organize content
  - such as classifications
  - generalizations
  - concept relations
- f. Reviewed previously-learned material

(17) Retention

**Provided Opportunity for Closure or Summarization**

- a. Relevant to objective(s)
- b. Students actively involved in concept or skill closure
- c. Related to lesson setting (what was next, clarification of assignment)

(18) Closure and Summarization

**Used Instructional Equipment and Other Aids**

Support media/materials were unnecessary (rated "5")

OR the following are evident:

- a. When used, supported (contributed to) objectives
- b. Teacher modeled objective with concrete or manipulative (hands-on) materials before practice
- c. Guided practice used media/materials before independent student practice
- d. Media/materials blended smoothly with other kinds of instruction

(19) Instructional  
Equipment/Aids

**Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups**

Observed all learners could effectively participate in the whole group (with minimal frustration and boredom)

(rated "5") OR

- a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
- b. Grouping based on diagnosed or frequently-checked skill levels and abilities with objective being taught
- c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
- d. Teacher role effective to each group size

(20) Grouping

**Instruction Addressed Cultural/Behavioral Diversity**

The class was apparently homogeneous regarding ethnic representation, handicap, language, socio-economic status, emotional development, and cognitive ability (rated "5") OR

- a. Integrated instruction to address varied student needs
- b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
- c. Presented adaptations for those who finished early or did not finish
- d. Adapted lesson for student motivation (readiness to be able to master target learning with minimal boredom or frustration)

(21) Diversity

**Used Instructional Time Effectively**(22) Instructional  
Time Use

- a. Began and ended class on time
- b. Instructional pace and intensity (fast enough but not too fast) effective for class
- c. Revised instruction using evaluation results or observation OR not needed
- d. Interruptions minimized by on-going classroom management
  - such as easily removed, replaced equipment
  - material management and distribution
  - quick attendance-taking
  - preventing disruptive situations
  - seating to minimize distraction and maximize appropriate role modeling
  - smooth traffic patterns and transitions

**Demonstrated Knowledge In Subject Area**(23) Subject Area  
Knowledge

- a. Presented information relevant to topic or objectives
- b. Vocabulary appropriate and at proper difficulty level
- c. Accurate information in context and current sources
- d. Additional resources for independent student use

**Acceptable Written and Oral Expression**(24) Speech and  
Writing

- a. Speech and writing grammatically correct
- b. Speech understandable
- c. Writing legible

**Maintained an Attractive and Stimulating Environment**

(25) Environment

The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")

OR

- a. Noise level, activity, and movement minimized distractions (conducive to learning objectives)
- b. Provided smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
- c. Bulletin boards and displays showed student work or promoted instructional purpose
- d. Provided student comfort with such matters as:
  - ventilation, temperature, avoided glares, and view of materials

Special Education Supplement  
 (Rated "5" if one activity was appropriately conducted  
 "6" if not special education)

**Exhibited Overlapping Behavior**

More than one situation or activity simultaneously not  
 apparent during the lesson OR When handling more than  
 one situation or activity simultaneously:

- 26.1 Ignored one situation or activity
- 26.2 Attended each situation or activity inefficiently
- 26.3 Attended one situation or activity well, the rest  
 inefficient with busy work, idle time, or practice  
 that reinforces errors
- 26.4 One situation or activity clearly more meaningful,  
 but the rest not neglected
- 26.5 Each situation or activity smoothly attended, all  
 students on task

(26) Overlapping  
 Behavior

Bilingual-Multicultural Supplement  
 (Rated "6" if not bilingual involving English)

**Lessons Involving English**

**Meaningful to Students**

- a. Emphasizes regular content, not drill in English
- b. Presented in a connotative context understood by  
 students
- c. Self-evident input during instruction in English OR  
 NEP students not represented
- d. Eighty-percent (80%) mastery of objectives achievable

(27) Meaningful  
 Lessons

Bilingual-Multicultural Supplement  
(Rated "6" when not bilingual involving home language)  
**Lessons Involving the Student Home Language**

(28) Home Language  
Proficiency

- a. Used such registers as  
     colloquial      formal  
     informal        semi-formal  
     technical  
     appropriately to develop home language while  
     learning basic skills
- b. Focused on development of home language speaking,  
reading, and writing
- c. No disruptive (distractive) hesitations or lapses  
related to the language itself
- d. Provision for practice and expansion of LEP student  
home language
- e. Eighty-percent (80%) mastery of objectives  
achievable

## Specific Cooperating Teacher Observation

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWES ITEMS 29-33 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. Student success can be confirmed by the cooperating teacher as quizzes and tests are administered. Items on testing can be observed by the cooperating teacher only when a test is administered and reported. *Item 34 can be observed only when a standardized test is administered.*

### Student Success Rate

(29) Pupil Success  
Rate

*Condition: Unit evaluation results and criteria*

#### At the 80% Mastery Level:

- 29.1 Few students (less than 60%) achieved objective
- 29.2 Some students (about 60-69%) met objective
- 29.3 Many students (about 70-79%) met objective
- 29.4 Most students (about 80-89%) met objective
- 29.5 Nearly all students (about 90-100%) met  
objective

#### OR at the 100% Mastery Level:

- 29.6 All students met objective to the extent specified

## Testing Skills

### Test Environment and Materials

(30) Testing  
Environment

- a. Noise level, activity, and movement minimized  
distractions (conducive to measuring objectives)
- b. Provided student comfort with such matters as:  
ventilation, temperature, and avoided glares
- c. Spoken directions clear and moderately presented
- d. Materials arranged to minimize distractions



**Handled Extraneous Behavior**

No extraneous behavior existed (rated "5") OR

- a. Disregarded or redirected irrelevant remarks
- b. Focused on motivation, interest, and task
- c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
- d. Foresaw and precluded fatigue and distractions

(31) Extraneous  
Behavior

**Test Scoring**

- a. Instrument efficient to process
- b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
- c. Evaluated as a whole, weighting results as needed
- d. Test evaluated within the intent of the instrument

(32) Scoring

**Performance Recording and Report Writing**

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

- a. Based on specific observed information for objective, straightforward style in interpretation
- b. Reason for the report implicit or specified
- c. Recording done soon
- d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed (e.g., grade book)

(33) Recording

Standardized Testing Supplement (Rated "6" if not applicable.)

**Standardized Procedures**

- a. Used exact wording of directions
- b. Maintained accurate timing
- c. Presented materials in the prescribed manner
- d. Didn't depend solely on reading printed directions, but did have them available for ready reference

(34) Standardized  
Testing

# DISCIPLINE AND CLASSROOM MANAGEMENT

## Class Cohesiveness and Rapport

(35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated (rated "5"), OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

- a. Students generally supported teacher leadership
- b. Students supported efforts of each other towards targeted learning
- c. Student language free of derogatory references, sarcasm
- d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

## Communicated Professional Concern

(36) Professional Support

- a. Eye contact or facial expressions communicated respect, concern, and interest.

appeared interested	eye contact without staring
eye-brows raised	lighting up frequently
demonstrative	shining, "dancing" eyes
looked pleased	changes in expression
supportive	frequent smile
vibrant	demonstrative

- b. Voice inflections stressed points of interest and importance.

changed volume and speed suddenly	
clear articulation	varied tone and pitch

- c. Posture communicated poise.

natural movement	unpredictable and energetic
moved around room	sat among students
changed pace	swinging around

- d. Gestures accentuated points.

vigorous nodding when in agreement	
pointing	natural movement
sweeping	quick and demonstrative

## Demonstrated Warmth and Respect

(37) Promote Mutual Respect

- a. Used student names in both a warm, respectful way
- b. Asked (or knew) student interests and opinions
 

praising	accepting ideas, feelings
clarifying	varied responses
encouragement	
- c. Maintained environment of mutual respect
- d. Language free of derogatory references, sarcasm

**Provided Feedback to Students about Behavior**

(38) Feedback about Behavior

- a. Predominantly positive reinforcement
- b. Clear expectations about behavior supported by constructive comments about (un)acceptable behavior
- c. Indicated awareness of participation and any significant off-task behavior
- d. Nonverbal feedback
  - smiles                      frowns
  - nods                         proximity

**Responsive to Student Needs and Feelings (Promoting Healthy Self-concept) during Intervention**

(39) Sensitive to Students

No apparent need for intervention (rated "5") OR minor behavior problems appropriately managed by the following:

- a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
- b. Encouraged/complimented sustained effort and self-discipline during difficulty
- c. Feedback adjusted to emotional needs without over-reacting or losing balance
- d. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)

**Maintained Positive Classroom Behavior**

(40) Positive

- a. Classroom control maintained through clear directions, smooth transitions, and established routines
- b. Appropriate behavior reinforcement, such as:
  - reward                      non-verbal communication
  - compliment                encouragement
  - correction
- c. Inconsequential misbehavior overlooked OR none existed
- d. Guidance to promote self-discipline and responsibility

**Managed Disruptive Behavior**(41) Disruptive  
Behavior

- No disruptive behavior existed (rated "5") OR
- a. Focused on individuals who cause disruptions rather than the entire class (individual strategies planned as needed for special needs)
  - b. Major disruptions attended to quickly and firmly
  - c. Appropriate consequences, such as:
    - based on severity of rule violation or off-task or disruptive behavior,
    - clarity to students,
    - consistent and fair application, and
    - matched to age, class, and policy
  - d. *Keeping intervention as private as possible*

**Specific Cooperating Teacher Observation**

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWS ITEM 42 AND, WHEN APPLICABLE, ITEM 43 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. The cooperating teacher's background puts these items in context. However, the supervisor's general and special background keeps these matters in perspective. Observation of such matters as appropriate attire and grooming can be made at this time.

**Maintained Professional Decorum**

(42) Decorum

- a. Attire, hygiene, and grooming appropriate for a classroom environment
- b. Complied with school policy and legal standards for public staff conduct and confidentiality
- c. Directed conduct of students according to school policy
- d. Supervised non-instructional duties for which the cooperating teacher is normally responsible  
*(Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)*

## Special Education Supplement

**Used Behavior-Management Skills and Techniques**

a. Behavioral objectives based on baseline data or observation

b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)

c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions

duration recording

interval recording

event recording

time sampling

d. Such techniques as the following observed (combined or modified if indicated):

activity reinforcement

modeling

contingency contracting

shaping

group contingency

social reinforcement

home-based reinforcement

token system

(43) Behavior-  
Management  
Skill

# **ALOE Methods Edition**

## **Arizona Lesson Observation and Evaluation**

March 30, 1990

The *ALOE Methods Edition* provides a frame of reference for preservice or inservice teacher education for a peer-teaching setting. However, this edition is not intended for faculty. This edition is intended for on-going comparison with instruments involving lessons taught to peers in teacher education methods class settings. Coordinated on-going comparison with various instruments available in teaching methods classes is possible by research staff only with such an edition. This makes a longitudinal picture possible.

Though an introductory education instructor might focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Thus, teaching concepts should generally be established before specific ALOE items are identified to the one observed. This is best done inductively, letting students generalize rationale and conclusions from a common set of observations.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in introduction to professional teacher education and in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is so important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.

# Categorical Component

**DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE:** As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills (FEATS)* are:

## Categorical Rating Scale Definitions

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<i>Not applicable</i>	<i>Needs education before practice</i>	<i>Needs significant education and practice</i>	<i>Needs minimal education and practice</i>	<i>Needs significant refinement</i>	<i>Needs minimal refinement</i>	<i>Mastered</i>
0	1	2	3	4	5	6

---

**PROFESSIONAL THINKING AND PLANNING:** Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0                      1                      2                      3                      4                      5                      6

**INSTRUCTION AND CLASSROOM ORGANIZATION:** Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0                      1                      2                      3                      4                      5                      6

**DISCIPLINE AND CLASSROOM MANAGEMENT:** Maintained classroom behavior and professional decorum conducive to the desired learning.

0                      1                      2                      3                      4                      5                      6

**REFLECTING** (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0                      1                      2                      3                      4                      5                      6

**ANALYSIS** (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0                      1                      2                      3                      4                      5                      6

**PROFESSIONAL DEVELOPMENT** (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0                      1                      2                      3                      4                      5                      6

**DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES:** Items are quantified as follows:

Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - Four of the descriptors are evident.
- 6 - Five of the descriptors are evident.
- 7 - Six of the descriptors are evident.

Hierarchical-scale items are scored as in the example:

- 1 - 17.1 Few students achieve objective
- 2 - 17.2 Some students meet objective
- 3 - 17.3 Many students meet objective
- 4 - 17.4 Most students meet objective
- 5 - 17.5 Nearly all students meet objective

The total value possible depends on the number of descriptors identified.

*Italicized items, descriptors, and phrases* are not normally expected to be observed in simulation settings. The other items can be supplemented with ratings on such matters as promptness with assignments, conscientious work, and contribution to coursework.

**PROFESSIONAL THINKING AND PLANNING****Specified Observable, Measurable Lesson Objectives**

(1) Objectives

*Condition for lesson observation: Outline of unit objectives*

- a. Objectives based on identified *unit* concepts and skills
- b. Logically sequenced OR one objective planned
- c. Appropriate for student success level
- d. Specified conditions of performance

**Specified Teaching Procedures for Lesson**

(2) Procedures

- a. Referenced to objectives
- b. Identified clearly how objectives are met
- c. Sequenced in terms of what students are to do
- d. Included an advanced organizer (set)
- e. Included appropriate closure
- f. Included integrative transitions

**Specified Resources for Lesson**

(3) Resources

*Condition: List or inclusion of materials (even in facsimile form)*

- a. Relevant and referenced to objective/learning activity
- b. Usable
- c. Concrete or manipulative (hands-on) material included  
OR not needed
- d. *Supplemental resources contributed to skill or concept*  
*OR school-adopted resources sufficient*



**Specified Procedures for Assessing Progress**

*Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests*

- a. Referenced to objectives
- b. Helped students identify objectives before assessment
- c. Appropriate to objectives, content, and procedures
- d. Assessment appropriate to students and expectancies
- e. Planned for periodic progress checks

(4) Assessment  
Procedures

**ITALICIZED ITEMS BELOW ARE NOT NORMALLY  
OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.**

***Planned for Diversity of Student Culture and Behavioral Patterns***

- a. *Based on observation*
- b. *Targeted specific instruction*
- c. *Provision for adaptive or unfinished assignments and enrichment activities for those who finish early*
- d. *Identified alternative procedures OR observed alternative procedures not essential*

(5) *Diversity of  
Student Culture  
and Behavior*

***Activities Accounted for Diversity of Student Abilities***

*Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).*

- a. *Appropriate to unit objectives*
- b. *Effective for student ease and motivation (readiness)*
- c. *Smooth transition to/from other cognitive levels*
- d. *Appropriately balanced higher and lower cognitive thinking*

(6) *Diversity of  
Student  
Abilities*

***Established Conditions for Learning***

- a. *Procedures specify control techniques to facilitate target learning*
- b. *Facilities and materials readily accessible (organized to maximize target learning)*
- c. *Specified expectations for student behavior*

(7) *Classroom  
Control and  
Management*

**Cooperating teacher PREVIEWS ITEMS 8 AND 9 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Some descriptors are not available until the cooperating teacher observes the overall unit upon completion. At the school site, your knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.**

**Adherence to Curriculum Objectives**

- a. *Preassessment or previous unit performance defined based from which to build unit*
- b. *Unit performance evaluation based on specified criteria*
- c. *Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives*
- d. *Students were provided unit-feedback*

**(8) Adherence to Objectives**

**Adherence to Course Objectives**

- (1) *Instruction meets adopted scope and sequence.*
- (2) *Any substituted materials are related to the adopted course of study.*
- 9.1 *Unrelated*
- 9.2 *Slightly related*
- 9.3 *Satisfactory*
- 9.4 *Relevant to course*
- 9.5 *Most relevant to course*

**(9) Adherence to Adopted Curriculum**

# INSTRUCTION AND CLASSROOM ORGANIZATION

***ITALICIZED DESCRIPTORS BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.***

**Attended to Routine or Ritual Tasks  
(or Time on-Task)**

(10) Routine Tasks

- a. Efficient teacher-attended routine tasks
- b. Instruction not interrupted by routine tasks
- c. Materials ready and in place
- d. Smooth transitions between activities or parts of the lesson
- e. *Students showed evidence of established routines*

**Opened Lesson Effectively,**

(11) Lesson Opening

- a. Previewed lesson (established clear set)
- b. Focused attention early for learning
- c. Used student motivation and enthusiasm
- d. Opening was smooth and integrated
- e. *Connected (bridged) previous learning to new learning*

**Gave Clear Directions and Explanations Related to the Lesson**

(12) Directions and Explanations

- a. Appropriate for group size
- b. Apparent effort to preclude confusion
- c. Immediate clarification in same or different words  
OR not needed

**Used Appropriate and Effective Teaching Methods (Techniques)**

(13) Appropriate Teaching Methods

- a. Relevant to objective
- b. Teaching adjusted to monitoring and feedback
- c. Attention drawn to target learning rather than the method
- d. *Smooth transitions between methods OR one method appropriately used*

**Used Student Responses and Questions in Teaching**

- a. Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- b. Responses or questions solicited throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions effective for class involvement and lesson
- f. Clear, supportive, and helpful answers to questions

(14) Use of Student Responses

**Provided Opportunities for Participation**

- 15.1 Required passive presence.
- 15.2 Few students required to participate actively; most appeared bystanders.
- 15.3 Most students had opportunity and participated actively at some time in the lesson
- 15.4 All students had opportunity and participated in some type of activity
- 15.5 *All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.*

(15) Opportunities to Participate

**Provided Student Feedback Throughout Lesson**

- a. Provided positive feedback for student work
- b. Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- c. Helped students evaluate their own performance

(16) Feedback to Students

**Promoted Student Retention**

- a. Previewed or helped students identify lesson's purpose or importance
- b. Linked existing student experience or interest to current lesson
- c. Modeled learning
- d. Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- e. Strategies presented to help organize content
- f. Reviewed previously-learned material

(17) Retention Techniques

**Provided Opportunity for Closure or Summarization**

(18) Closure and Summarization

- a. Relevant to objective(s)
- b. Students involved in concept or skill closure
- c. *Related to lesson's setting*

**Used Instructional Equipment and Other Aids**  
Support media/materials were unnecessary OR the following are evident:

(19) Instructional Equipment/Aids

- a. When used, supported objective(s)
- b. Modeled objective(s) with concrete or manipulative (hands-on) materials
- c. Guided practice used media/materials
- d. Media/materials blended with other instruction

**ITALICIZED ITEMS AND PHRASES  
BELOW ARE NOT NORMALLY OBSERVED  
OUTSIDE THE K-12 CLASSROOM SETTING.**

***Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups***

(20) Grouping

*All learners could effectively participate in the whole group with minimal frustration and boredom OR*

- a. *Continuously observed entire class while directing relevant questions or observation to any attended subgroup*
- b. *Based on diagnosed or frequently-checked skill levels and abilities with objective being taught*
- c. *All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks*
- d. *Teacher role effective to each group size*

***Instruction Addressed Cultural/Behavioral Diversity***

(21) Diversity

*The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR*

- a. *Integrated instruction to address varied student needs*
- b. *Lesson adjustments to address learning styles and language ability presented before beginning class activities*
- c. *Presented adaptations for those who finished early or did not finish*
- d. *Adapted lesson for student motivation (readiness)*

**Used Instructional Time Effectively**

- a. *Began and ended class on time*
- b. *Instructional pace and intensity effective for class*
- c. *Revised instruction using evaluation results or observation OR not needed*
- d. *Interruptions minimized by on-going classroom management*

(22) *Instructional Time Use***Demonstrated Knowledge in Subject Area**

- a. *Information relevant to topic or objectives*
- b. *Vocabulary appropriate and at proper difficulty level*
- c. *Accurate information in context and current sources*
- d. *Additional resources for independent student use*

(23) *Subject Area Knowledge***Acceptable Written and Oral Expression**

- a. *Grammatically correct speech and writing*
- b. *Understandable speech*
- c. *Legible writing*

(24) *Speech and Writing*

***ITALICIZED ITEM 25 HERE IS NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.***

***Maintained an Attractive and Stimulating Environment***(25) *Environment*

*The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")*

*OR*

- a. *Noise level, activity, and movement minimized distractions*
- b. *Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting*
- c. *Bulletin boards and displays showed student work or promoted instructional purpose*
- d. *Provided student comfort*

Special Education Supplement  
(Rated "5" if one activity was appropriately conducted or  
"6" if not special education.)

**Exhibited Overlapping Behavior**

(26) Overlapping  
Behavior

More than one situation or activity simultaneously not  
apparent during the lesson OR When handling more than  
one situation or activity simultaneously:

- 26.1 Ignored one situation or activity
- 26.2 Attended each situation or activity inefficiently
- 26.3 Attended one situation or activity well, the rest  
inefficient
- 26.4 One situation or activity clearly more meaningful,  
but the rest not neglected
- 26.5 Each situation or activity smoothly attended, all  
students on task

***ITALICIZED ITEMS BELOW ARE NOT NORMALLY  
OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.***

*Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving English.)*

***Lessons Involving English***

(27) *Meaningful  
Lessons*

***Meaningful to Students***

- a. Emphasizes regular content, not drill in English*
- b. Presented in an understandable context*
- c. Self-evident input during instruction in English OR  
NEP students not represented*
- d. Eighty-percent mastery of objectives achievable*

*Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving home language.)*

***Lessons Involving the Student Home Language***

(28) *Home Language*

- a. Used language registers appropriately to develop  
home language while learning basic skills*
- b. Focused on development of home language speaking,  
reading, and writing*
- c. No disruptive hesitations or lapses (in the language)*
- d. Provision for practice and expansion of LEP stu-  
dent home language*
- e. Eighty-percent mastery of objectives achievable*

**Cooperating teacher PREVIEWES ITEMS 29-33 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR in classroom settings. Student success can be confirmed only after quizzes and tests are administered. Items on testing can be observed by you only when a test is administered and reported. Item 34 can be observed only when a standardized test is administered.**

**Student Success Rate**

(29) Success Rate

*Condition: Unit evaluation results and criteria*

**At the 80% Mastery Level**

- 29.1 *Few students (less than 60%) achieved objective*
- 29.2 *Some students (about 60-69%) met objective*
- 29.3 *Many students (about 70-79%) met objective*
- 29.4 *Most students (about 80-89%) met objective*
- 29.5 *Nearly all students (about 90-100%) met objective*

**OR at the 100% Mastery Level:**

- 29.6 *All students met objective to the extent specified*

**Testing Skills**

**Test Environment and Materials**

(30) Test Setting

- a. *Noise level, activity, and movement minimized distractions*
- b. *Provided student comfort*
- c. *Spoken directions clear and moderately presented*
- d. *Materials arranged to minimize distractions*

**Handled Extraneous Behavior**

(31) Test Behavior

*No extraneous behavior existed OR*

- a. *Disregarded or redirected irrelevant remarks*
- b. *Focused on motivation, interest, and task*
- c. *Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers*
- d. *Foresaw and precluded fatigue and distractions*

**Test Scoring**

(32) Test Scoring

- a. *Instrument efficient to process*
- b. *Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)*
- c. *Evaluated as a whole, weighting results as needed*
- d. *Test evaluated within the intent of the instrument*



**Performance Recording and Report Writing**

(33) Reporting

*Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.*

- a. Based on specific observed information for objective, straightforward style in interpretation*
- b. Reason for the report implicit or specified*
- c. Recording done soon*
- d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed*

**Standardized Testing Supplement**

*(Rate "6" if not applicable.)*

**Standardized Procedures**

(34) Standardized Procedures

- a. Used exact wording of directions*
- b. Maintained accurate timing*
- c. Presented materials in the prescribed manner*
- d. Didn't depend solely on reading printed directions, but did have them available for ready reference*

## DISCIPLINE AND CLASSROOM MANAGEMENT

### ***ITALICIZED ITEMS AND PHRASES ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.***

#### ***Class Cohesiveness and Rapport***

(35) Group Dynamics

*Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:*

- a. Students generally supported teacher leadership*
- b. Students supported honest efforts of each other towards targeted*
- c. Student language free of derogatory references, sarcasm*
- d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)*

#### **Communicated Professional Concern**

(36) Professional Support

- a. Eye contact or facial expressions communicated respect, concern, and interest.**
- b. Voice inflections stressed importance and interest.**
- c. Posture communicated poise.**
- d. Gestures accentuated points.**

#### **Demonstrated Warmth and Respect**

(37) Promote Mutual Respect

- a. Used student names in a warm, respectful way**
- b. Asked (or knew) student interests and opinions**
- c. Maintained environment of mutual respect**
- d. Language free of derogatory references, sarcasm**

#### **Provided Feedback to Students about Behavior**

(38) Feedback about Behavior

- a. Predominantly positive reinforcement**
- b. Nonverbal feedback evident**
- c. Indicates awareness of participation/off-task behavior**
- d. Clear expectations about behavior supported by constructive comments**

**Responsive to Student Needs and Feelings  
(Promoting Healthy Self-concept) during  
Intervention**

(39) Sensitive to  
Students

- No apparent need for intervention (rated a total of "3")  
OR minor behavior problems appropriately managed by
- a. Praised, corrected, recognized, *or displayed student products* at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
  - b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
  - c. *Feedback adjusted to emotional needs without over-reacting or losing balance*
  - d. *Encouraged/complimented sustained effort and self-discipline during difficulty*

**ITALICIZED ITEMS BELOW ARE NOT NORMALLY  
OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.**

***Maintained Positive Classroom Behavior***

(40) Positive

- a. *Through directions, transitions, and routines*
- b. *Appropriate behavior reinforcement*
- c. *Inconsequential misbehavior overlooked OR none existed*
- d. *Guidance to promote self-discipline and responsibility*

***Managed Disruptive Behavior***

(41) Disruptive  
Behavior

- No disruptive behavior existed OR*
- a. *Focused on individuals who cause disruptions*
  - b. *Major disruptions attended to quickly and firmly*
  - c. *Appropriate consequences*
  - d. *Kept intervention as private as possible*

**Cooperating teacher PREVIEWS ITEM 42 AND, WHEN APPLICABLE, 43 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR in classroom settings. The cooperating teacher's background puts these items in context. However, the supervisor's general and special background puts these matters in perspective. Cooperating teacher observation of such matters as appropriate attire and grooming can be noted at this time.**

**Decorum**

(42) Decorum

- a. Attire, hygiene, and grooming appropriate for a classroom environment
- b. Complied with school policy and legal standards for public staff conduct and confidentiality
- c. Directed conduct of students according to school policy
- d. Supervised non-instructional duties for which the cooperating teacher is normally responsible  
(Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)

*Special Education Supplement  
(Rate "6" if not applicable.)*

**Behavior-Management Skill**

(43) Behavior-  
Management

- a. Behavioral objectives based on baseline data or observation
- b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)
- c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions
 

duration reinforcement	modeling
event recording	time sampling
- d. Such techniques as the following observed (combined or modified if indicated):
 

activity reinforcement	modeling
contingency contracting	shaping
group contingency	social reinforcement
home-based reinforcement	token system

**CATEGORICAL RATINGS**

Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Professional Development	0	1	2	3	4	5	6

# SUMMARY SHEET

## Methods ALOE

Arizona Lesson Observation and Evaluation  
 Division for Research and Staff Development  
 Center for Excellence in Education  
 Box 5774, Northern Arizona University  
 Flagstaff, Arizona 86011  
 (602) 523-5851

DISCIPLINE			
18	19	20	21
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D

Teacher: \_\_\_\_\_ ID: \_\_\_\_\_  
 Date: \_\_\_\_\_ Major/Minor: \_\_\_\_\_  
 Simulation (Grade Level/Subject): \_\_\_\_\_

Observer \_\_\_\_\_  
 Observer Code (circle): Supervisor 1,  
 Cooperating Teacher 2, External  
 Data Collector 3, Self 4, Peer 5,  
 Other \_\_\_\_\_ 7

Observation Code (circle): Practicum  
 1a, b, c, Student Teaching 2a,  
 b, c, Entry-level 3a, b, c

For course-related observation:  
 Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

PLANNING			
1	2	3	4
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F

INSTRUCTION and Classroom Organization												
5	6	7	8	9	10	11	12	13	14	15	16	17
A	A	A	A	A	1	A	A	A	A	A	A	1
B	B	B	B	B	2	B	B	B	B	B	B	2
C	C	C	C	C	3	C	C	C	C	C	C	3
D	D	D	D	D	4	D	D	D	D	D	D	4
E	E	E	E	E	5	E	E	E	E	E	E	5
F	F	F	F	F	6*	F	F	F	F	F	F	6*

\* 6 Not a Special  
 Education class  
 (Item #17)

<b>Arizona Methods Edition</b> <b>Lesson Observation and Evaluation</b> <b>RECORD</b>	Teacher Observed:	I.D.
	Date:	Observer:
	Course:	If applicable, check PRACTICUM ( )
	Instrument being compared with ALOE:	

**DIRECTIONS:** With ALOE, preview lesson plan for Planning Category. Then observe the lesson for Instruction and Discipline Categories. (1) Mark "observer" descriptors, then "clarify" from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Parenthetical numbers following item titles refer to the complete set of ALOE items. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.

**TO TRANSFER TO THE SUMMARY SHEET:** Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry (usually 4-to-7) in the box immediately below the summary item number. Circle the appropriate number in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. The outline item is a Special Education supplement.

<b>Reflecting</b>	<b>(a) Analysis</b>	<b>(b) Professional Development</b>	
-------------------	---------------------	-------------------------------------	--

	1 Objectives (1)				2 Procedures (2)			
<b>Planning</b>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
	<input type="checkbox"/> a Objective-based	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Referenced	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
	<input type="checkbox"/> b Sequenced	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b How achieved	<input type="checkbox"/>		3 Two <input type="checkbox"/>
	<input type="checkbox"/> c Appropriate	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Sequenced	<input type="checkbox"/>		4 Three <input type="checkbox"/>
	<input type="checkbox"/> d Conditions	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Organizer (set)	<input type="checkbox"/>		5 Four <input type="checkbox"/>
	Rationale:				<input type="checkbox"/> e Closure	<input type="checkbox"/>		6 Five <input type="checkbox"/>
					<input type="checkbox"/> f Integrative	<input type="checkbox"/>		7 Six <input type="checkbox"/>
	Rationale:				Rationale:			

3 Resources (3)			4 Assessment Procedures (4)		
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>
Observed	Clarified	Descriptors 1 None <input type="checkbox"/>	Observed	Clarified	Descriptors 1 None <input type="checkbox"/>
<input type="checkbox"/> a Relevant	<input type="checkbox"/>	evident 2 One <input type="checkbox"/>	<input type="checkbox"/> a Referenced	<input type="checkbox"/>	evident 2 One <input type="checkbox"/>
<input type="checkbox"/> b Usable	<input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> b Students identify	<input type="checkbox"/>	3 Two <input type="checkbox"/>
<input type="checkbox"/> c Hands-on	<input type="checkbox"/>	4 Three <input type="checkbox"/>	<input type="checkbox"/> c Appropriate	<input type="checkbox"/>	4 Three <input type="checkbox"/>
<i>d Supplemental or adopted resources OK*</i>			<input type="checkbox"/> d Effective	<input type="checkbox"/>	5 Four <input type="checkbox"/>
			<input type="checkbox"/> e Progress checks	<input type="checkbox"/>	6 Five <input type="checkbox"/>
Rationale:			Rationale:		
<p><i>*Not normally observed outside the K-12 classroom setting</i></p>					

	5 Routine Classroom Tasks (10)	6 Lesson Opening (11)
<b>Instruction</b>	<p><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified      Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Efficient <input type="checkbox"/>      evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Nondisruptive <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Materials ready <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p>d Transitions*</p>	<p><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified      Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Previewed (set) <input type="checkbox"/>      evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Focused early <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Used motivation <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p><input type="checkbox"/> d Smooth, Integrated <input type="checkbox"/>      5 Four <input type="checkbox"/></p>
	Rationale:	Rationale:
	*Not normally observed outside the K-12 classroom setting.	
	7 Directions and Explanations (12)	8 Appropriate Teaching Methods (13)
	<p><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified      Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Appropriate for size <input type="checkbox"/>      evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Preclude confusion <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Clarification <input type="checkbox"/>      4 Three <input type="checkbox"/></p>	<p><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified      Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Objective-referenced <input type="checkbox"/>      evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Adjusted to feedback <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Focused on learning <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p>d Smooth transitions or one method OK*</p>
	Rationale:	Rationale:
		*Not normally observed outside the K-12 classroom setting.



9 Student Responses (14)		10 Provided Opportunities for Participation (15)	
<p><i>Descriptor Entry</i></p> <p>Observed      Clarified</p> <p><input type="checkbox"/> a Effective      <input type="checkbox"/></p> <p><input type="checkbox"/> b Solicited responses <input type="checkbox"/></p> <p><input type="checkbox"/> c Recognized students <input type="checkbox"/></p> <p><input type="checkbox"/> d Incorporated      <input type="checkbox"/></p> <p><input type="checkbox"/> e Questions effective <input type="checkbox"/></p> <p><input type="checkbox"/> f Clear, supportive <input type="checkbox"/></p>	<p><i>Direct Numerical Entry</i></p> <p>Descriptors 1 None <input type="checkbox"/></p> <p>                  2 One <input type="checkbox"/></p> <p>                  3 Two <input type="checkbox"/></p> <p>                  4 Three <input type="checkbox"/></p> <p>                  5 Four <input type="checkbox"/></p> <p>                  6 Five <input type="checkbox"/></p> <p>                  7 Six <input type="checkbox"/></p>	<p><i>Direct Numerical Entry</i></p> <p><input type="checkbox"/> 1 Passive</p> <p><input type="checkbox"/> 2 Mostly bystanders</p> <p><input type="checkbox"/> 3 Some activity for most students</p> <p><input type="checkbox"/> 4 Opportunity for all in an activity</p> <p>5 Opportunity for all in 2+ activities or One activity appropriate for lesson*</p>	
Rationale:		Rationale:	
11 Feedback to Students (16)		12 Retention Techniques (17)	
<p><i>Descriptor Entry</i></p> <p>Observed      Clarified</p> <p><input type="checkbox"/> a Positive      <input type="checkbox"/></p> <p><input type="checkbox"/> b Corrective if needed <input type="checkbox"/></p> <p><input type="checkbox"/> c Student evaluation <input type="checkbox"/></p>	<p><i>Direct Numerical Entry</i></p> <p>Descriptors 1 None <input type="checkbox"/></p> <p>                  2 One <input type="checkbox"/></p> <p>                  3 Two <input type="checkbox"/></p> <p>                  4 Three <input type="checkbox"/></p>	<p><i>Descriptor Entry</i></p> <p>Observed      Clarified</p> <p><input type="checkbox"/> a Previewed, value <input type="checkbox"/></p> <p><input type="checkbox"/> b Linked      <input type="checkbox"/></p> <p><input type="checkbox"/> c Modeled      <input type="checkbox"/></p> <p><input type="checkbox"/> d Correct practice <input type="checkbox"/></p> <p><input type="checkbox"/> e Learning strategies <input type="checkbox"/></p> <p>f Reviewed*</p>	<p><i>Direct Numerical Entry</i></p> <p>Descriptors 1 None <input type="checkbox"/></p> <p>                  2 One <input type="checkbox"/></p> <p>                  3 Two <input type="checkbox"/></p> <p>                  4 Three <input type="checkbox"/></p> <p>                  5 Four <input type="checkbox"/></p> <p>                  6 Five <input type="checkbox"/></p>
Rationale:		Rationale:	
		*Not normally observed outside the K-12 classroom setting.	



## 17 Special Education Overlapping Behavior (26)

*Direct Numerical Entry*

- 1 One activity ignored
- 2 Attended each but inefficiently
- 3 One activity attended well, the rest inefficient
- 4 One activity more meaningful, the rest not neglected
- 5 Each situation smoothly attended, all on task  
or more than one activity not apparent in lesson
- 6 *NOT a special education class*

Rationale:

	18 Professional Support (36)	19 Promote Mutual Respect (37)
<b>Discipline</b>	<p style="text-align: center;"><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Eye contact, expressions <input type="checkbox"/> evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Voice inflections      <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> Posture      <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p><input type="checkbox"/> Gestures      <input type="checkbox"/>      5 Four <input type="checkbox"/></p>	<p style="text-align: center;"><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Used student names <input type="checkbox"/> evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Student interests      <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Environment      <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p><input type="checkbox"/> d Non-derogatory      <input type="checkbox"/>      5 Four <input type="checkbox"/></p>
	Rationale:	Rationale:
	20 Feedback about Behavior (38)	21 Sensitive to Students (39)
	<p style="text-align: center;"><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Predominantly positive <input type="checkbox"/> evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Nonverbal feedback      <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Awareness      <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p><input type="checkbox"/> d Clear expectations      <input type="checkbox"/>      5 Four <input type="checkbox"/></p>	<p style="text-align: center;"><i>Descriptor Entry</i>      <i>Direct Numerical Entry</i></p> <p>Observed      Clarified Descriptors 1 None <input type="checkbox"/></p> <p><input type="checkbox"/> a Intervention      <input type="checkbox"/> evident      2 One <input type="checkbox"/></p> <p><input type="checkbox"/> b Sense of belonging      <input type="checkbox"/>      3 Two <input type="checkbox"/></p> <p><input type="checkbox"/> c Emotional balance      <input type="checkbox"/>      4 Three <input type="checkbox"/></p> <p><input type="checkbox"/> d Encouraged self-discipline      <input type="checkbox"/>      5 Four <input type="checkbox"/></p>
	Rationale:	Rationale:

# **ALOE Supervisor Edition**

## **Arizona Lesson Observation and Evaluation**

March 30, 1990

The *ALOE Supervisor Edition* is designed for teacher observation in elementary- and secondary-level classrooms. Though you can focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Teaching concepts should generally have been established before related ALOE items are presented to the observed teacher. Ongoing development of teaching concepts is best done inductively, letting the teacher generalize during a post-observation conference the rationale and conclusions of what the teacher and you, the supervisor, observed.

Since university supervisors, researchers, and observers from central offices lack time to observe whole instructional units, this edition focuses on the lesson. Items related to instructional units are *italicized* and prefaced with **boldfaced** notes to alert you not to evaluate what is not expected. You should, however, be aware of the unit context and provide relevant observations to the local mentor or cooperating teacher. The mentor at the school site is able to observe lessons and evaluation--perhaps, too, possible conferences--of the instructional unit.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.

# Categorical Component

**DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE:** As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills (FEATS)* are:

## Categorical Rating Scale Definitions

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<i>Not applicable</i>	<i>Needs education before practice</i>	<i>Needs significant education and practice</i>	<i>Needs minimal education and practice</i>	<i>Needs significant refinement</i>	<i>Needs minimal refinement</i>	<i>Mastered</i>
0	1	2	3	4	5	6

---

**PROFESSIONAL THINKING AND PLANNING:** Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0            1            2            3            4            5            6

**INSTRUCTION AND CLASSROOM ORGANIZATION:** Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0            1            2            3            4            5            6

**DISCIPLINE AND CLASSROOM MANAGEMENT:** Maintained classroom behavior and professional decorum conducive to the desired learning.

0            1            2            3            4            5            6

**REFLECTING** (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0            1            2            3            4            5            6

**ANALYSIS** (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0            1            2            3            4            5            6

**PROFESSIONAL DEVELOPMENT** (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0            1            2            3            4            5            6

**DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES:** Items are quantified as follows:

Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - Four of the descriptors are evident.
- 6 - Five of the descriptors are evident.
- 7 - Six of the descriptors are evident.

Hierarchical-scale items are scored as in the example:

- 1 - 17.1 Few students achieve objective
- 2 - 17.2 Some students meet objective
- 3 - 17.3 Many students meet objective
- 4 - 17.4 Most students meet objective
- 5 - 17.5 Nearly all students meet objective

The total value possible depends on the number of descriptors identified.

*Italicized items, descriptors, and phrases* are not normally expected to be observed in lesson settings. The cooperating teacher, principal, or a peer teacher at the school site has opportunity to observe the "cooperating teacher" items at the end of each skill category identified above. The university supervisor should consult about such items with the cooperating teacher during the post-observation conference.

## PROFESSIONAL THINKING AND **PLANNING**

### **Specified Observable, Measurable Lesson Objectives**

(1) Objectives

*Condition for lesson observation: Outline of unit objectives*

- a. Objectives based on identified unit concepts and skills
- b. Logically sequenced OR one objective planned
- c. Appropriate for student success level
- d. Specified conditions of performance

### **Specified Teaching Procedures for Lesson**

(2) Procedures

- a. Referenced to objectives
- b. Identified clearly how objectives are met
- c. Sequenced in terms of what students are to do
- d. Included an advanced organizer (set)
- e. Included appropriate closure
- f. Included integrative transitions

### **Specified Resources for Lesson**

(3) Resources

*Condition: List or inclusion of materials (even in facsimile form)*

- a. Relevant and referenced to objective/learning activity
- b. Usable
- c. Concrete or manipulative (hands-on) material included  
OR not needed
- d. Supplemental resources contributed to skill or concept  
OR school-adopted resources sufficient

**Specified Procedures for Assessing Progress**

*Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests*

- a. Referenced to objectives
- b. Helped students identify objectives before assessment
- c. Appropriate to objectives, content, and procedures
- d. Assessment appropriate to students and expectancies
- e. Planned for periodic progress checks

(4) Assessment  
Procedures

**Planned for Diversity of Student Culture and Behavioral Patterns**

- a. Based on observation
- b. Targeted specific instruction
- c. Provision for adaptive or unfinished assignments and enrichment activities for those who finish early
- d. Identified alternative procedures OR observed alternative procedures not essential

(5) Diversity of  
Student Culture  
and Behavior

**Activities Accounted for Diversity of Student Abilities**

Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).

- a. Appropriate to unit objectives
- b. Effective for student ease and motivation (readiness)
- c. Smooth transition to/from other cognitive levels
- d. Appropriately balanced higher and lower cognitive thinking

(6) Diversity of  
Student  
Abilities

**Established Conditions for Learning**

- a. Procedures specify control techniques to facilitate target learning
- b. Facilities and materials readily accessible (organized to maximize target learning)
- c. Specified expectations for student behavior

(7) Classroom  
Control and  
Management



## **Dear University Supervisor:**

**DO NOT SCORE ITEMS 8 OR 9. PREVIEW ITEMS 8 AND 9 WITH COOPERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. Some descriptors are not observable until the cooperating teacher evaluates the overall unit upon completion. At the school site, the cooperating teacher's knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.**

### **Adherence to Curriculum Objectives**

- a. *Preassessment or previous unit performance defined based from which to build unit*
- b. *Unit performance evaluation based on specified criteria*
- c. *Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives*
- d. *Students were provided unit-feedback*

(8) *Adherence to Objectives*

### **Adherence to Course Objectives**

- (1) *Instruction meets adopted scope and sequence.*
- (2) *Any substituted materials are related to the adopted course of study.*

(9) *Adherence to Adopted Curriculum*

- 9.1 *Unrelated*
- 9.2 *Slightly related*
- 9.3 *Satisfactory*
- 9.4 *Relevant to course*
- 9.5 *Most relevant to course*

# INSTRUCTION AND CLASSROOM ORGANIZATION

## Attended to Routine or Ritual Tasks (or Time on-Task)

(10) Routine Tasks

- a. Efficient teacher-attended routine tasks
- b. Instruction not interrupted by routine tasks
- c. Materials ready and in place
- d. Smooth transitions between activities or parts of the lesson
- e. Students showed evidence of established routines

## Opened Lesson Effectively

(11) Lesson Opening

- a. Previewed lesson (established clear set)
- b. Focused attention early for learning
- c. Used student motivation and enthusiasm
- d. Opening was smooth and integrated
- e. Connected (bridged) previous learning to new learning

## Gave Clear Directions and Explanations Related to the Lesson

(12) Directions and Explanations

- a. Appropriate for group size
- b. Apparent effort to preclude confusion
- c. Immediate clarification in same or different words  
OR not needed

## Used Appropriate and Effective Teaching Methods (Techniques)

(13) Appropriate Teaching Methods

- a. Relevant to objective
- b. Teaching adjusted to monitoring and feedback
- c. Attention drawn to target learning rather than the method
- d. Smooth transitions between methods OR one method appropriately used

**Used Student Responses and Questions In Teaching**

- a. Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- b. Responses or questions solicited throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions effective for class involvement and lesson
- f. Clear, supportive, and helpful answers to questions

(14) Use of Student Responses

**Provided Opportunities for Participation**

- 15.1 Required passive presence.
- 15.2 Few students required to participate actively; most appeared bystanders.
- 15.3 Most students had opportunity and participated actively at some time in the lesson
- 15.4 All students had opportunity and participated in some type of activity
- 15.5 All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.

(15) Opportunities to Participate

**Provided Student Feedback Throughout Lesson**

- a. Provided positive feedback for student work
- b. Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- c. Helped students evaluate their own performance

(16) Feedback to Students

**Promoted Student Retention**

- a. Previewed or helped students identify lesson's purpose or importance
- b. Linked existing student experience or interest to current lesson
- c. Modeled learnings
- d. Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- e. Strategies presented to help organize content
- f. Reviewed previously-learned material

(17) Retention Techniques

**Provided Opportunity for Closure or Summarization**

(18) Closure and Summarization

- a. Relevant to objective(s)
- b. Students Involved in concept or skill closure
- c. Related to lesson's setting

**Used Instructional Equipment and Other Aids**  
Support media/materials were unnecessary OR the following are evident:

(19) Instructional Equipment/Aids

- a. When used, supported objective(s)
- b. Modeled objective(s) with concrete or manipulative (hands-on) materials
- c. Guided practice used media/materials
- d. Media/materials blended with other instruction

**Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups**

(20) Grouping

All learners could effectively participate in the whole group with minimal frustration and boredom OR

- a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
- b. Based on diagnosed or frequently-checked skill levels and abilities with objective being taught
- c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
- d. Teacher role effective to each group size

**Instruction Addressed Cultural/ Behavioral Diversity**

(21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR

- a. Integrated instruction to address varied student needs
- b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
- c. Presented adaptations for those who finished early or did not finish
- d. Adapted lesson for student motivation (readiness)

**Used Instructional Time Effectively**

- a. Began and ended class on time
- b. Instructional pace and intensity effective for class
- c. Revised instruction using evaluation results or observation OR not needed
- d. Interruptions minimized by on-going classroom management

(22) Instructional Time Use

**Demonstrated Knowledge In Subject Area**

- a. Information relevant to topic or objectives
- b. Vocabulary appropriate and at proper difficulty level
- c. Accurate information in context and current sources
- d. Additional resources for independent student use

(23) Subject Area Knowledge

**Acceptable Written and Oral Expression**

- a. Grammatically correct speech and writing
- b. Understandable speech
- c. Legible writing

(24) Speech and Writing

**Maintained an Attractive and Stimulating Environment**

The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")  
OR

- a. Noise level, activity, and movement minimized distractions
- b. Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
- c. Bulletin boards and displays showed student work or promoted instructional purpose
- d. Provided student comfort

(25) Environment

**Special Education Supplement**

(Rate "5" if one activity was appropriately conducted or "6" if not special education.)

**Exhibited Overlapping Behavior**

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

- 26.1 Ignored one situation or activity
- 26.2 Attended each situation or activity inefficiently
- 26.3 Attended one situation or activity well, the rest inefficient
- 26.4 One situation or activity clearly more meaningful, but the rest not neglected
- 26.5 Each situation or activity smoothly attended, all students on task

(26) Overlapping Behavior

Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving English.)

**Lessons Involving English  
Meaningful to Students**

(27) Meaningful  
Lessons

- a. Emphasizes regular content, not drill in English
- b. Presented in an understandable context
- c. Self-evident input during instruction in English OR  
NEP students not represented
- d. Eighty-percent mastery of objectives achievable

Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving home language.)

**Lessons Involving the Student Home Language**

(28) Home Language

- a. Used language registers appropriately to develop  
home language while learning basic skills
- b. Focused on development of home language speaking,  
reading, and writing
- c. No disruptive hesitations or lapses (in the language)
- d. Provision for practice and expansion of LEP stu-  
dent home language
- e. Eighty-percent mastery of objectives achievable

## ***Dear University Supervisor:***

***DO NOT SCORE ITEMS 29-34. PREVIEW ITEMS 29-33 WITH COOP-  
ERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. Student success can be  
confirmed only after quizzes and tests are administered. Items on testing can  
be observed by you only when a test is administered and reported. Item 34 can  
be observed only when a standardized test is administered.***

**Student Success Rate**

(29) Success Rate

*Condition: Unit evaluation results and criteria*

**At the 80% Mastery Level**

- 29.1 *Few students (less than 60%) achieved objective*
- 29.2 *Some students (about 60-69%) met objective*
- 29.3 *Many students (about 70-79%) met objective*
- 29.4 *Most students (about 80-89%) met objective*
- 29.5 *Nearly all students (about 90-100%) met objective*

**OR at the 100% Mastery Level:**

- 29.6 *All students met objective to the extent specified*

**Testing Skills**

**Test Environment and Materials**

(30) Test Setting

- a. *Noise level, activity, and movement minimized  
distractions*
- b. *Provided student comfort*
- c. *Spoken directions clear and moderately presented*
- d. *Materials arranged to minimize distractions*

**Handled Extraneous Behavior**

(31) Test Behavior

*No extraneous behavior existed OR*

- a. Disregarded or redirected irrelevant remarks*
- b. Focused on motivation, interest, and task*
- c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers*
- d. Foresaw and precluded fatigue and distractions*

**Test Scoring**

(32) Test Scoring

- a. Instrument efficient to process*
- b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)*
- c. Evaluated as a whole, weighting results as needed*
- d. Test evaluated within the intent of the instrument*

**Performance Recording and Report Writing**

(33) Reporting

*Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.*

- a. Based on specific observed information: for objective, straightforward style in interpretation*
- b. Reason for the report implicit or specified*
- c. Recording done soon*
- d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed*

**Standardized Testing Supplement***(Rate "6" if not applicable.)***Standardized Procedures**

(34) Standardized Procedures

- a. Used exact wording of directions*
- b. Maintained accurate timing*
- c. Presented materials in the prescribed manner*
- d. Didn't depend solely on reading printed directions but did have them available for ready reference.*

## DISCIPLINE AND CLASSROOM MANAGEMENT

### **Class Cohesiveness and Rapport**

(35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

- a. Students generally supported teacher leadership
- b. Students supported honest efforts of each other towards targeted
- c. Student language free of derogatory references, sarcasm
- d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

### **Communicated Professional Concern**

(36) Professional Support

- a. Eye contact or facial expressions communicated respect, concern, and interest.
- b. Voice inflections stressed importance and interest.
- c. Posture communicated poise.
- d. Gestures accentuated points.

### **Demonstrated Warmth and Respect**

(37) Promote Mutual Respect

- a. Used student names in a warm, respectful way
- b. Asked (or knew) student interests and opinions
- c. Maintained environment of mutual respect
- d. Language free of derogatory references, sarcasm

### **Provided Feedback to Students about Behavior**

(38) Feedback about Behavior

- a. Predominantly positive reinforcement
- b. Nonverbal feedback evident
- c. Indicates awareness of participation/off-task behavior
- d. Clear expectations about behavior supported by constructive comments



**Responsive to Student Needs and Feelings  
(Promoting Healthy Self-concept) during  
Intervention**

(39) Sensitive to  
Students

No apparent need for intervention OR minor behavior problems appropriately managed by

- a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
- b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
- c. Feedback adjusted to emotional needs without over-reacting or losing balance
- d. Encouraged/complimented sustained effort and self-discipline during difficulty

**Maintained Positive Classroom Behavior**

(40) Positive

- a. Through directions, transitions, and routines
- b. Appropriate behavior reinforcement
- c. Inconsequential misbehavior overlooked OR none existed
- d. Guidance to promote self-discipline and responsibility

**Managed Disruptive Behavior**

(41) Disruptive  
Behavior

No disruptive behavior existed OR

- a. Focused on individuals who cause disruptions
- b. Major disruptions attended to quickly and firmly
- c. Appropriate consequences
- d. Kept intervention as private as possible

## Dear University Supervisor:

**DO NOT SCORE ITEMS 42 OR 43. PREVIEW ITEM 42 AND, WHEN APPLICABLE, 43 WITH COOPERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. The cooperating teacher's background puts these items in context. However, your general and special background puts these matters in perspective. Your observation of such matters as appropriate attire and grooming can be noted at this time.**

### Decorum

(42) Decorum

- a. Attire, hygiene, and grooming appropriate for a classroom environment
- b. Complied with school policy and legal standards for public staff conduct and confidentiality
- c. Directed conduct of students according to school policy
- d. Supervised non-instructional duties for which the cooperating teacher is normally responsible  
(Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)

Special Education Supplement  
(Rate "S" if not applicable.)

### Behavior-Management Skill

(43) Behavior-  
Management

- a. Behavioral objectives based on baseline data or observation
- b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)
- c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions
 

duration reinforcement	modeling
event recording	time sampling
- d. Such techniques as the following observed (combined or modified if indicated):
 

activity reinforcement	modeling
contingency contracting	shaping
group contingency	social reinforcement
home-based reinforcement	token system

Teacher: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_  
 Major/Minor: \_\_\_\_\_

Simulation (Grade Level/Subject): \_\_\_\_\_ Observer: \_\_\_\_\_  
 Observer Code (circle): Supervisor 1, External Data Collector 3, Self 4,  
 Peer 5, Other \_\_\_\_\_ 7  
 Observation Code (circle): Practicum 1a, b, c, Student Teaching 2a, b, c,  
 Entry-level 3a, b, c

For course-related observation: Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

# SUMMARY SHEET

## Supervisor ALOE

Arizona Lesson Observation and Evaluation  
 Division for Research and Staff Development  
 Center for Excellence in Education  
 Box 5774, Northern Arizona University  
 Flagstaff, Arizona 86011  
 (602) 523-5851

CATEGORICAL RATINGS							
Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Development	0	1	2	3	4	5	6

Professional Thinking and PLANNING	1	2	3	4	5	6	7	8	9
								**	**
	A	A	A	A	A	A	A		
	B	B	B	B	B	B	B		
	C	C	C	C	C	C	C		
	D	D	D	D	D	D	D		
	E		E						
	F								

DISCIPLINE and Class Management	35	36	37	38	39	40	41	42	43
								**	**
	A	A	A	A	A	A	A		
	B	B	B	B	B	B	B		
	C	C	C	C	C	C	C		
	D	D	D	D	D	D	D		

INSTRUCTION and Classroom Organization	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25*	26*	27*	28*	29	30	31	32	33	34
						1											1			**	**	**	**	**	**
	A	A	A	A	A	2	A	A	A	A	A	A	A	A	A	A	2	A	A						
	B	B	B	B	B	3	B	B	B	B	B	B	B	B	B	B	3	B	B						
	C	C	C	C	C	4	C	C	C	C	C	C	C	C	C	C	4	C	C						
	D	D		D	D	5		D	D	D	D	D	D	D	D	5	D	D							
E	E			E			E								6*		E								
				F			F																		

\* 6 Neither Special Education, Bilingual/Multicultural, nor the teacher's responsibility (#25-28 and 43)

\*\* Not evaluated by the supervisor. Preview what to look for during conference with cooperating teacher and the teacher being observed. When these have been observed, the Cooperating Teacher ALOE will be returned to the university.

<b>Supervisor ALOE</b>  Arizona Lesson Observation and Evaluation <b>RECORD</b>	Teacher Observed:		I.D.
	Date:	Observer:	
	Circle: Practicum ( 1a, b, c ), Student Teaching ( 2a, b, c ), Entry-level or first, second, third years teaching ( 3a, b, c )		
	Professional Course (if applicable):		

<b>Reflecting</b>	<b>(a) Analysis</b>	<b>(b) Professional Development</b>
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<b>Planning</b>	1 Objectives	<p><b>DIRECTIONS:</b> With ALOE, preview lesson plan for Planning Category. Then observe the lesson for Instruction and Discipline Categories. (1) Mark "observed" descriptors, then clarify from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.</p> <p><b>TO TRANSFER TO THE SUMMARY SHEET:</b> Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. On the summary sheet, the outlined-lettered items form the Special Education supplement, and the italicized outlined-lettered items form the Bilingual Education supplement.</p>										
	<table border="0"> <tr> <td style="text-align: center;"><i>Descriptor Entry</i></td> <td style="text-align: center;"><i>Direct Numerical Entry</i></td> </tr> <tr> <td>Observed      Clarified</td> <td>Descriptors    1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> a Objective-based <input type="checkbox"/></td> <td>                          2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Sequenced <input type="checkbox"/></td> <td>                          3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Appropriate <input type="checkbox"/></td> <td>                          4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Conditions <input type="checkbox"/></td> <td>                          5 Four <input type="checkbox"/></td> </tr> </table> <p>Direct Numerical Entry evident</p>		<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	Observed      Clarified	Descriptors    1 None <input type="checkbox"/>	<input type="checkbox"/> a Objective-based <input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> b Sequenced <input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> c Appropriate <input type="checkbox"/>	4 Three <input type="checkbox"/>
<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>											
Observed      Clarified	Descriptors    1 None <input type="checkbox"/>											
<input type="checkbox"/> a Objective-based <input type="checkbox"/>	2 One <input type="checkbox"/>											
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<input type="checkbox"/> c Appropriate <input type="checkbox"/>	4 Three <input type="checkbox"/>											
<input type="checkbox"/> d Conditions <input type="checkbox"/>	5 Four <input type="checkbox"/>											
Rationale:												

2 Procedures				3 Resources			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five <input type="checkbox"/> 7 Six <input type="checkbox"/>		Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/>	
<input type="checkbox"/> a Referenced	<input type="checkbox"/>			<input type="checkbox"/> a Relevant	<input type="checkbox"/>		
<input type="checkbox"/> b How achieved	<input type="checkbox"/>			<input type="checkbox"/> b Usable	<input type="checkbox"/>		
<input type="checkbox"/> c Sequenced	<input type="checkbox"/>			<input type="checkbox"/> c Hands-on	<input type="checkbox"/>		
<input type="checkbox"/> d Organizer (set)	<input type="checkbox"/>			<input type="checkbox"/> d Supplemental or	<input type="checkbox"/>		
<input type="checkbox"/> e Closure	<input type="checkbox"/>			adopted resources OK			
<input type="checkbox"/> f Integrative	<input type="checkbox"/>						
Rationale:				Rationale:			
4 Assessment Procedures				5 Diversity of Student Culture and Behavior			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five <input type="checkbox"/>		Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/>	
<input type="checkbox"/> a Referenced	<input type="checkbox"/>			<input type="checkbox"/> a Observation-based	<input type="checkbox"/>		
<input type="checkbox"/> b Students identify	<input type="checkbox"/>			<input type="checkbox"/> b Specific teaching	<input type="checkbox"/>		
<input type="checkbox"/> c Appropriate	<input type="checkbox"/>			<input type="checkbox"/> c Adaptation	<input type="checkbox"/>		
<input type="checkbox"/> d Effective	<input type="checkbox"/>			<input type="checkbox"/> d Conditions	<input type="checkbox"/>		
<input type="checkbox"/> e Progress checks	<input type="checkbox"/>						
Rationale:				Rationale:			

<p><b>6 Diversity of Student Abilities</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;"><i>Descriptor Entry</i></th> <th style="width: 25%;"><i>Clarified</i></th> <th style="width: 25%;"><i>Direct Numerical Entry</i></th> <th style="width: 25%;"></th> </tr> <tr> <td>Observed</td> <td></td> <td>Descriptors 1 None <input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> a Appropriate to unit</td> <td><input type="checkbox"/></td> <td>evident</td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Readiness</td> <td><input type="checkbox"/></td> <td></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Smooth transitions</td> <td><input type="checkbox"/></td> <td></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Balanced levels</td> <td><input type="checkbox"/></td> <td></td> <td>5 Four <input type="checkbox"/></td> </tr> </table> <p>Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>		Observed		Descriptors 1 None <input type="checkbox"/>		<input type="checkbox"/> a Appropriate to unit	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> b Readiness	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> c Smooth transitions	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> d Balanced levels	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<p><b>7 Established Conditions for Learning</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;"><i>Descriptor Entry</i></th> <th style="width: 25%;"><i>Clarified</i></th> <th style="width: 25%;"><i>Direct Numerical Entry</i></th> <th style="width: 25%;"></th> </tr> <tr> <td>Observed</td> <td></td> <td>Descriptors 1 None <input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> a Control techniques</td> <td><input type="checkbox"/></td> <td>evident</td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Accessible</td> <td><input type="checkbox"/></td> <td></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Clear expectations</td> <td><input type="checkbox"/></td> <td></td> <td>4 Three <input type="checkbox"/></td> </tr> </table> <p>Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>		Observed		Descriptors 1 None <input type="checkbox"/>		<input type="checkbox"/> a Control techniques	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> b Accessible	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> c Clear expectations	<input type="checkbox"/>		4 Three <input type="checkbox"/>
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<input type="checkbox"/> c Clear expectations	<input type="checkbox"/>		4 Three <input type="checkbox"/>																																										
<p><i>Review the following items with the cooperating teacher, who will complete them before sending his/her evaluation to you.</i></p>	<p><b>9 Adherence to Course Objectives</b></p> <p>(1) Instruction meets adopted scope and sequence.                  (2) Any substituted materials are related to the adopted course of study.</p> <p>1 Unrelated                  2 Slightly related                  3 Satisfactory                  4 Relevant to course                  5 Most relevant to course</p>																																												
<p><b>8 Adherence to Objectives</b></p> <p>a Pretest                  b Specific criteria                  c Formative evaluation                  d Unit-feedback</p>																																													
<p>Optional comments on either of the above items (please indicate item number):</p>																																													

	10 Routine Classroom Tasks				11 Lesson Opening			
<b>Instruction</b>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/>	a Efficient <input type="checkbox"/>	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/>	a Previewed (set) <input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/>	b Nondisruptive <input type="checkbox"/>	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/>	b Focused early <input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/>	c Materials ready <input type="checkbox"/>	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/>	c Used motivation <input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/>	d Transitions <input type="checkbox"/>	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/>	d Smooth, Integrated <input type="checkbox"/>		5 Four <input type="checkbox"/>
	Rationale:				Rationale:			
	12 Directions and Explanations				13 Appropriate Teaching Methods			
	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/>	a Appropriate for size <input type="checkbox"/>	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/>	a Objective-referenced <input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/>	b Preclude confusion <input type="checkbox"/>	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/>	b Adjusted to feedback <input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/>	c Clarification <input type="checkbox"/>	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/>	c Focused on learning <input type="checkbox"/>		4 Three <input type="checkbox"/>
					<input type="checkbox"/>	d Smooth transitions <input type="checkbox"/>		5 Four <input type="checkbox"/>
						or one method OK.		
	Rationale:				Rationale:			

14 Student Responses		15 Provided Opportunities for Participation																																												
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18 Closure and Summarization				19 Instructional Equipment/Aids			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Relevant to objectives	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Supported objective	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Involved students	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Concrete (hands-on)	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Related to instructional unit	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Used in practice	<input type="checkbox"/>		4 Three <input type="checkbox"/>
Rationale:				Rationale:			
20 Grouping				21 Cultural/Behavioral Diversity			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Observant (withitness)	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Addressed varied needs	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Based on observation	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Learning style	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Achievable work	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Early/late finishers	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Effective teacher role	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Motivation (readiness)	<input type="checkbox"/>		5 Four <input type="checkbox"/>
Rationale:				Rationale:			

22 Instructional Time Use				23 Subject Area Knowledge			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/> a Began, ended on time	<input type="checkbox"/>	evident	2 One	<input type="checkbox"/> a Relevant	<input type="checkbox"/>	evident	2 One
<input type="checkbox"/> b Pace, intensity	<input type="checkbox"/>		3 Two	<input type="checkbox"/> b Vocabulary	<input type="checkbox"/>		3 Two
<input type="checkbox"/> c Revised or not needed	<input type="checkbox"/>		4 Three	<input type="checkbox"/> c Context accuracy	<input type="checkbox"/>		4 Three
<input type="checkbox"/> d Minimized interruption	<input type="checkbox"/>		5 Four	<input type="checkbox"/> d Additional resources for independent use	<input type="checkbox"/>		5 Four
Rationale:				Rationale:			
24 Speech and Writing				25 Environment			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/> a Grammar correct	<input type="checkbox"/>	evident	2 One	<input type="checkbox"/> a Minimized distraction	<input type="checkbox"/>	evident	2 One
<input type="checkbox"/> b Understandable	<input type="checkbox"/>		3 Two	<input type="checkbox"/> b Orderly transitions	<input type="checkbox"/>		3 Two
<input type="checkbox"/> c Legible	<input type="checkbox"/>		4 Three	<input type="checkbox"/> c Displays	<input type="checkbox"/>		4 Three
Rationale:				<input type="checkbox"/> d Student comfort		5 Four	
						6 Not the responsibility of this teacher	
Rationale:				Rationale:			

<p align="center"><b>26 Special Education Overlapping Behavior</b></p>	<p align="center"><b>27 Bilingual Education Meaningful Lessons</b></p>																																				
<p align="center"><i>Direct Numerical Entry</i></p> <p><input type="checkbox"/> 1 One activity ignored</p> <p><input type="checkbox"/> 2 Attended each but inefficiently</p> <p><input type="checkbox"/> 3 One activity attended well, the rest inefficient</p> <p><input type="checkbox"/> 4 One activity more meaningful, the rest not neglected</p> <p><input type="checkbox"/> 5 Each situation smoothly attended, all on task or more than one activity not apparent in lesson</p> <p><input type="checkbox"/> 6 <i>NOT a special education class</i></p>	<table border="0"> <tr> <td colspan="2"><i>Descriptor Entry</i></td> <td colspan="2"><i>Direct Numerical Entry</i></td> </tr> <tr> <td>Observed</td> <td>Clarified</td> <td>Descriptors</td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> a Regular content</td> <td><input type="checkbox"/></td> <td>evident</td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Understandable context</td> <td><input type="checkbox"/></td> <td></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Self-evident input</td> <td><input type="checkbox"/></td> <td></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Achievable</td> <td><input type="checkbox"/></td> <td></td> <td>5 Four <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td>6 Not <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td>BME</td> </tr> </table>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	<input type="checkbox"/> a Regular content	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> b Understandable context	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> c Self-evident input	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> d Achievable	<input type="checkbox"/>		5 Four <input type="checkbox"/>				6 Not <input type="checkbox"/>				BME				
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	35 Class Cohesiveness and Rapport				36 Professional Support			
Discipline	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a Teacher supported	evident	2 One	<input type="checkbox"/>	<input type="checkbox"/>	a Eye contact, expressions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b Honest effort supported		3 Two	<input type="checkbox"/>	<input type="checkbox"/>	b Voice inflections
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c Not derogatory		4 Three	<input type="checkbox"/>	<input type="checkbox"/>	Posture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d Fostering belonging		5 Four	<input type="checkbox"/>	<input type="checkbox"/>	Gestures
				or group cohesiveness could not be established				Rationale:
	Rationale:							
	37 Promote Mutual Respect				38 Feedback about Behavior			
	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a Used student names	evident	2 One	<input type="checkbox"/>	<input type="checkbox"/>	a Predominantly positive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b Student interests		3 Two	<input type="checkbox"/>	<input type="checkbox"/>	b Nonverbal feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c Environment		4 Three	<input type="checkbox"/>	<input type="checkbox"/>	c Awareness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d Non-derogatory		5 Four	<input type="checkbox"/>	<input type="checkbox"/>	d Clear expectations
	Rationale:				Rationale:			

39 Sensitive to Students	40 Positive Classroom Behavior																																				
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<input type="checkbox"/> b Reinforcement	<input type="checkbox"/>																																				
<input type="checkbox"/> c Overlooked if minor or none	<input type="checkbox"/>																																				
<input type="checkbox"/> d Guidance	<input type="checkbox"/>																																				
<i>Direct Numerical Entry</i>																																					
1 None <input type="checkbox"/>																																					
2 One <input type="checkbox"/>																																					
3 Two <input type="checkbox"/>																																					
4 Three <input type="checkbox"/>																																					
5 Four <input type="checkbox"/>																																					

41 Managed Disruptive Behavior																		
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Entry</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td>Clarified</td> </tr> <tr> <td><input type="checkbox"/> a Focused on disruptors</td> <td><input type="checkbox"/> Descriptors evident</td> </tr> <tr> <td><input type="checkbox"/> b Quickly, firmly</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Appropriate consequences</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d As private as possible</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td>5 Four <input type="checkbox"/></td> </tr> </tbody> </table> <p style="text-align: right;">or disruptive behavior not evident</p> <p>Rationale:</p>	<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	Observed	Clarified	<input type="checkbox"/> a Focused on disruptors	<input type="checkbox"/> Descriptors evident	<input type="checkbox"/> b Quickly, firmly	<input type="checkbox"/>	<input type="checkbox"/> c Appropriate consequences	<input type="checkbox"/>	<input type="checkbox"/> d As private as possible	<input type="checkbox"/>	<i>Direct Numerical Entry</i>	1 None <input type="checkbox"/>	2 One <input type="checkbox"/>	3 Two <input type="checkbox"/>	4 Three <input type="checkbox"/>	5 Four <input type="checkbox"/>
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4 Three <input type="checkbox"/>																		
5 Four <input type="checkbox"/>																		

Review the following items with the cooperating teacher, who will complete them before sending his/her evaluation to you

42 Decorum	43 Special Education Behavior-Management
a Attire, hygiene, grooming b Policy and legal standards c Directed student conduct d Non-instructional duties	a Based on observation b One specific system c Observation measure d Special techniques

Optional comments on either of the above items (please indicate item number):

Large empty rectangular area for optional comments.

# ALOE Cooperating Teacher Edition

## Arizona Lesson Observation and Evaluation

March 30, 1990

The *ALOE Cooperating Teacher Edition* is designed for teacher observation in elementary- and secondary-level classrooms. Though you can focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Teaching concepts should generally have been established before related ALOE items are presented to the observed teacher. Ongoing development of teaching concepts is best done inductively, letting the teacher generalize during a post-observation conference the rationale and conclusions of what the teacher and you, the cooperating teacher, observed.

Since university supervisors, researchers, and observers from a central office are not likely to have time to observe whole instructional units, their edition focuses on the lesson. Although the *Cooperating Teacher Edition* focuses on the lesson, items related to the instructional unit are specific to this edition and **supplement the lesson with its unit setting**. Other observers are aware of such items since these are presented in the *Supervisor and Reference Editions* to allow other observers to provide relevant observations and suggestions.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.



## Categorical Component

**DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE:** As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills (FEATS)* are:

### Categorical Rating Scale Definitions

<i>Not applicable</i>	<i>Needs education before practice</i>	<i>Needs significant education and practice</i>	<i>Needs minimal education and practice</i>	<i>Needs significant refinement</i>	<i>Needs minimal refinement</i>	<i>Mastered</i>
0	1	2	3	4	5	6

**PROFESSIONAL THINKING AND PLANNING:** Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0                      1                      2                      3                      4                      5                      6

**INSTRUCTION AND CLASSROOM ORGANIZATION:** Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0                      1                      2                      3                      4                      5                      6

**DISCIPLINE AND CLASSROOM MANAGEMENT:** Maintained classroom behavior and professional decorum conducive to the desired learning.

0                      1                      2                      3                      4                      5                      6

**REFLECTING** (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0                      1                      2                      3                      4                      5                      6

**ANALYSIS** (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0                      1                      2                      3                      4                      5                      6

**PROFESSIONAL DEVELOPMENT** (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0                      1                      2                      3                      4                      5                      6

**DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES:** Items are quantified as follows:

Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - Four of the descriptors are evident.
- 6 - Five of the descriptors are evident.
- 7 - Six of the descriptors are evident.

The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

- 1 - 17.1 Few students achieve objective
- 2 - 17.2 Some students meet objective
- 3 - 17.3 Many students meet objective
- 4 - 17.4 Most students meet objective
- 5 - 17.5 Nearly all students meet objective

NORMALLY, A RATING OF 6 MEANS THE ITEM IS NOT RATED OR NOT APPLICABLE.

*Specific Cooperating Teacher Items* in each skill category should be reviewed with the university supervisor. These items require observation of such matters as test administration, contribution to the adopted curriculum, and decorum.

## PROFESSIONAL THINKING AND PLANNING

### Specified Observable, Measurable Lesson Objectives

(1) Objectives

*Condition for lesson observation: Outline of unit objectives*

- a. Objectives based on identified unit concepts and skills
- b. Logically sequenced OR one objective planned
- c. Appropriate for student success level
- d. Specified conditions of performance

### Specified Teaching Procedures for Lesson

(2) Procedures

- a. Referenced to objectives
- b. Identified clearly how objectives are met
- c. Sequenced in terms of what students are to do
- d. Included an advanced organizer (set)
- e. Included appropriate closure
- f. Included integrative transitions

### Specified Resources for Lesson

(3) Resources

*Condition: List or inclusion of materials (even in facsimile form)*

- a. Relevant and referenced to objective/learning activity
- b. Usable
- c. Concrete or manipulative (hands-on) material included  
OR not needed
- d. Supplemental resources contributed to skill or concept  
OR school-adopted resources sufficient

**Specified Procedures for Assessing Progress**

*Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests*

- a. Referenced to objectives
- b. Helped students identify objectives before assessment
- c. Appropriate to objectives, content, and procedures
- d. Assessment appropriate to students and expectancies
- e. Planned for periodic progress checks

(4) Assessment  
Procedures

**Planned for Diversity of Student Culture and Behavioral Patterns**

- a. Based on observation
- b. Targeted specific instruction
- c. Provision for adaptive or unfinished assignments and enrichment activities for those who finish early
- d. Identified alternative procedures OR observed alternative procedures not essential

(5) Diversity of  
Student Culture  
and Behavior

**Activities Accounted for Diversity of Student Abilities**

Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).

- a. Appropriate to unit objectives
- b. Effective for student ease and motivation (readiness)
- c. Smooth transition to/from other cognitive levels
- d. Appropriately balanced higher and lower cognitive thinking

(6) Diversity of  
Student  
Abilities

**Established Conditions for Learning**

- a. Procedures specify control techniques to facilitate target learning
- b. Facilities and materials readily accessible (organized to maximize target learning)
- c. Specified expectations for student behavior

(7) Classroom  
Control and  
Management

## Dear Cooperating Teacher:

**PREVIEW ITEMS 8 AND 9 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Some descriptors are not available until you observe the overall unit upon completion. At the school site, your knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.**

### **Adherence to Curriculum Objectives**

- a. Preassessment or previous unit performance defined based from which to build unit
- b. Unit performance evaluation based on specified criteria
- c. Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives
- d. Students were provided unit-feedback

(8) Adherence to Objectives

### **Adherence to Course Objectives**

- (1) Instruction meets adopted scope and sequence.
- (2) Any substituted materials are related to the adopted course of study.
  - 9.1 Unrelated
  - 9.2 Slightly related
  - 9.3 Satisfactory
  - 9.4 Relevant to course
  - 9.5 Most relevant to course

(9) Adherence to Adopted Curriculum

# INSTRUCTION AND CLASSROOM ORGANIZATION

## **Attended to Routine or Ritual Tasks (or Time on-Task)**

(10) Routine Tasks

- a. Efficient teacher-attended routine tasks
- b. Instruction not interrupted by routine tasks
- c. Materials ready and in place
- d. Smooth transitions between activities or parts of the lesson
- e. Students showed evidence of established routines

## **Opened Lesson Effectively**

(11) Lesson Opening

- a. Previewed lesson (established clear set)
- b. Focused attention early for learning
- c. Used student motivation and enthusiasm
- d. Opening was smooth and integrated
- e. Connected (bridged) previous learning to new learning

## **Gave Clear Directions and Explanations Related to the Lesson**

(12) Directions and Explanations

- a. Appropriate for group size
- b. Apparent effort to preclude confusion
- c. Immediate clarification in same or different words  
OR not needed

## **Used Appropriate and Effective Teaching Methods (Techniques)**

(13) Appropriate Teaching Methods

- a. Relevant to objective
- b. Teaching adjusted to monitoring and feedback
- c. Attention drawn to target learning rather than the method
- d. Smooth transitions between methods OR one method appropriately used

**Used Student Responses and Questions In Teaching**

- a. Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- b. Responses or questions solicited throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions effective for class involvement and lesson
- f. Clear, supportive, and helpful answers to questions

(14) Use of Student Responses

**Provided Opportunities for Participation**

- 15.1 Required passive presence.
- 15.2 Few students required to participate actively; most appeared bystanders.
- 15.3 Most students had opportunity and participated actively at some time in the lesson
- 15.4 All students had opportunity and participated in some type of activity
- 15.5 All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.

(15) Opportunities to Participate

**Provided Student Feedback Throughout Lesson**

- a. Provided positive feedback for student work
- b. Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- c. Helped students evaluate their own performance

(16) Feedback to Students

**Promoted Student Retention**

- a. Previewed or helped students identify lesson's purpose or importance
- b. Linked existing student experience or interest to current lesson
- c. Modeled learnings
- d. Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- e. Strategies presented to help organize content
- f. Reviewed previously-learned material

(17) Retention Techniques

**Provided Opportunity for Closure or Summarization**

(18) Closure and Summarization

- a. Relevant to objective(s)
- b. Students involved in concept or skill closure
- c. Related to lesson's setting

**Used Instructional Equipment and Other Aids**

(19) Instructional Equipment/Aids

Support media/materials were unnecessary OR the following are evident:

- a. When used, supported objective(s)
- b. Modeled objective(s) with concrete or manipulative (hands-on) materials
- c. Guided practice used media/materials
- d. Media/materials blended with other instruction

**Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups**

(20) Grouping

All learners could effectively participate in the whole group with minimal frustration and boredom OR

- a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
- b. Based on diagnosed or frequently-checked skill levels and abilities with objective being taught
- c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
- d. Teacher role effective to each group size

**Instruction Addressed Cultural/Behavioral Diversity**

(21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR

- a. Integrated instruction to address varied student needs
- b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
- c. Presented adaptations for those who finished early or did not finish
- d. Adapted lesson for student motivation (readiness)

**Used Instructional Time Effectively**

- a. Began and ended class on time
- b. Instructional pace and intensity effective for class
- c. Revised instruction using evaluation results or observation OR not needed
- d. Interruptions minimized by on-going classroom management

(22) Instructional Time Use

**Demonstrated Knowledge in Subject Area**

- a. Information relevant to topic or objectives
- b. Vocabulary appropriate and at proper difficulty level
- c. Accurate information in context and current sources
- d. Additional resources for independent student use

(23) Subject Area Knowledge

**Acceptable Written and Oral Expression**

- a. Grammatically correct speech and writing
- b. Understandable speech
- c. Legible writing

(24) Speech and Writing

**Maintained an Attractive and Stimulating Environment**

The teacher had no authorization or opportunity to control or modify the classroom setting (rating "6")  
OR

- a. Noise level, activity, and movement minimized distractions
- b. Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
- c. Bulletin boards and displays showed student work or promoted instructional purpose
- d. Provided student comfort

(25) Environment

**Special Education Supplement**

(Rate "5" if one activity was appropriately conducted or "6" if not special education.)

**Exhibited Overlapping Behavior**

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

- 26.1 Ignored one situation or activity
- 26.2 Attended each situation or activity inefficiently
- 26.3 Attended one situation or activity well, the rest inefficient
- 26.4 One situation or activity clearly more meaningful, but the rest not neglected
- 26.5 Each situation or activity smoothly attended, all students on task

(26) Overlapping Behavior



Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving English.)

**Lessons Involving English**

**Meaningful to Students**

- a. Emphasizes regular content, not drill in English
- b. Presented in an understandable context
- c. Self-evident input during instruction in English OR  
NEP students not represented
- d. Eighty-percent mastery of objectives achievable

(27) Meaningful  
Lessons

Bilingual-Multicultural Supplement  
(Rate "6" if not bilingual involving home language.)

**Lessons Involving the Student Home Language**

- a. Used language registers appropriately to develop  
home language while learning basic skills
- b. Focused on development of home language speaking,  
reading, and writing
- c. No disruptive hesitations or lapses (in the language)
- d. Provision for practice and expansion of LEP stu-  
dent home language
- e. Eighty-percent mastery of objectives achievable

(28) Home Language

## Dear Cooperating Teacher:

**PREVIEW ITEMS 29-33 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Student success can be confirmed only after quizzes and tests or other evaluations are administered. Items on testing can be observed by you only when a test is administered and reported. Item 34 can be observed only when a standardized test is administered.**

### Student Success Rate

(29) Success Rate

*Condition: Unit evaluation results and criteria*

#### At the 80% Mastery Level:

- 29.1 Few students (less than 60%) achieved objective
- 29.2 Some students (about 60-69%) met objective
- 29.3 Many students (about 70-79%) met objective
- 29.4 Most students (about 80-89%) met objective
- 29.5 Nearly all students (about 90-100%) met objective

#### OR at the 100% Mastery Level:

- 29.6 All students met objective to the extent specified

### Testing Skills

#### Test Environment and Materials

(30) Test Setting

- a. Noise level, activity, and movement minimized distractions
- b. Provided student comfort
- c. Spoken directions clear and moderately presented
- d. Materials arranged to minimize distractions

#### Handled Extraneous Behavior

(31) Test Behavior

No extraneous behavior existed OR

- a. Disregarded or redirected irrelevant remarks
- b. Focused on motivation, interest, and task
- c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
- d. Foresaw and precluded fatigue and distractions

#### Test Scoring

(32) Test Scoring

- a. Instrument efficient to process
- b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
- c. Evaluated as a whole, weighting results as needed
- d. Test evaluated within the intent of the instrument

**Performance Recording and Report Writing**

(33) Reporting

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

- a. Based on specific observed information for objective, straightforward style in interpretation
- b. Reason for the report implicit or specified
- c. Recording done soon
- d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed

**Standardized Testing Supplement**

(Rate "6" if not applicable.)

**Standardized Procedures**

(34) Standardized Procedures

- a. Used exact wording of directions
- b. Maintained accurate timing
- c. Presented materials in the prescribed manner
- d. Didn't depend solely on reading printed directions, but did have them available for ready reference

## DISCIPLINE AND CLASSROOM MANAGEMENT

### **Class Cohesiveness and Rapport**

(35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

- a. Students generally supported teacher leadership
- b. Students supported honest efforts of each other towards targeted
- c. Student language free of derogatory references, sarcasm
- d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

### **Communicated Professional Concern**

(36) Professional Support

- a. Eye contact or facial expressions communicated respect, concern, and interest.
- b. Voice inflections stressed importance and interest.
- c. Posture communicated poise.
- d. Gestures accentuated points.

### **Demonstrated Warmth and Respect**

(37) Promote Mutual Respect

- a. Used student names in a warm, respectful way
- b. Asked (or knew) student interests and opinions
- c. Maintained environment of mutual respect
- d. Language free of derogatory references, sarcasm

### **Provided Feedback to Students about Behavior**

(38) Feedback about Behavior

- a. Predominantly positive reinforcement
- b. Nonverbal feedback evident
- c. Indicates awareness of participation/off-task behavior
- d. Clear expectations about behavior supported by constructive comments

**Responsive to Student Needs and Feelings  
(Promoting Healthy Self-concept) during  
Intervention**

(39) Sensitive to  
Students

No apparent need for intervention OR minor behavior problems appropriately managed by

- a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
- b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
- c. Feedback adjusted to emotional needs without over-reacting or losing balance
- d. Encouraged/complimented sustained effort and self-discipline during difficulty

**Maintained Positive Classroom Behavior**

(40) Positive

- a. Through directions, transitions, and routines
- b. Appropriate behavior reinforcement
- c. Inconsequential misbehavior overlooked OR none existed
- d. Guidance to promote self-discipline and responsibility

**Managed Disruptive Behavior**

(41) Disruptive  
Behavior

No disruptive behavior existed OR

- a. Focused on individuals who cause disruptions
- b. Major disruptions attended to quickly and firmly
- c. Appropriate consequences
- d. Kept intervention as private as possible

## Dear Cooperating Teacher:

PREVIEW ITEM 42 AND, WHEN APPLICABLE, 43 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. *YOUR* background puts these items in context. However, the supervisor's general and special background helps keep these matters in perspective. Your observation of such matters as appropriate attire and grooming can be noted at this time.

### Decorum

(42) Decorum

- a. Attire, hygiene, and grooming appropriate for a classroom environment
- b. Complied with school policy and legal standards for public staff conduct and confidentiality
- c. Directed conduct of students according to school polity
- d. Supervised non-instructional duties for which the cooperating teacher is normally responsible  
(*Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities*)

Special Education Supplement  
(Rate "6" if not applicable.)

### Behavior-Management Skill

(43) Behavior-  
Management

- a. Behavioral objectives based on baseline data or observation
- b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)
- c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions
 

duration reinforcement	modeling
event recording	time sampling
- d. Such techniques as the following observed (combined or modified if indicated):
 

activity reinforcement	modeling
contingency contracting	shaping
group contingency	social reinforcement
home-based reinforcement	token system

Teacher: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_  
 Major/Minor: \_\_\_\_\_  
 Simulation (Grade Level/Subject): \_\_\_\_\_ Observer: \_\_\_\_\_  
 Observer Code (circle): Cooperating Teacher 2, Self 4, Peer 5,  
 Other \_\_\_\_\_ 7  
 Observation Code (circle): Practicum 1a, b, c, Student Teaching 2a, b, c,  
 Entry-level 3a, b, c  
 For course-related observation: Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

# SUMMARY SHEET

## Cooperating Teacher ALOE

Arizona Lesson Observation and Evaluation  
 Division for Research and Staff Development  
 Center for Excellence in Education  
 Box 5774, Northern Arizona University  
 Flagstaff, Arizona 86011  
 (602) 523-5851

CATEGORICAL RATINGS							
Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Development	0	1	2	3	4	5	6

Professional Thinking and PLANNING	1	2	3	4	5	6	7	8	9
	A	A	A	A	A	A	A	A	1
	B	B	B	B	B	B	B	B	2
	C	C	C	C	C	C	C	C	3
	D	D	D	D	D	D	D	D	4
	E	E	E	E	E	E	E	E	5

DISCIPLINE and Class Management	35	36	37	38	39	40	41	42	43
	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B
	C	C	C	C	C	C	C	C	C
	D	D	D	D	D	D	D	D	D
	E	E	E	E	E	E	E	E	E

\* 6 Neither Special Education, BME, nor the teacher's responsibility (#25-28 and 43)

INSTRUCTION and Classroom Organization	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25*	26*	27*	28*	29	30	31	32	33	34
	A	A	A	A	A	1	A	A	A	A	A	A	A	A	A	A	1	A	A	A	A	A	A	A	A
	B	B	B	B	B	2	B	B	B	B	B	B	B	B	B	B	2	B	B	B	B	B	B	B	B
	C	C	C	C	C	3	C	C	C	C	C	C	C	C	C	C	3	C	C	C	C	C	C	C	C
	D	D	D	D	D	4	D	D	D	D	D	D	D	D	D	D	4	D	D	D	D	D	D	D	D
	E	E	E	E	E	5	E	E	E	E	E	E	E	E	E	E	5	E	E	E	E	E	E	E	E



<p align="center"><b>Cooperating Teacher ALOE</b></p> <p>Arizona Lesson Observation and Evaluation <b>RECORD</b></p>	Teacher Observed:		I.D.
	Date:	Observer:	
	Circle: Practicum ( 1a, b, c ), Student Teaching ( 2a, b, c ), Entry-level or first, second, third years teaching ( 3a, b, c )		
	Professional Course (if applicable):		

<b>Reflecting</b>	<b>(a) Analysis</b>	<b>(b) Professional Development</b>
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<b>Planning</b>	1 Objectives		<p><b>DIRECTIONS:</b> With ALOE, preview lesson plan for Planning Category. Observe the lesson for Instruction and Discipline Categories. (1) Mark "observed" descriptors, then clarify from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.</p> <p><b>TO TRANSFER TO THE SUMMARY SHEET:</b> Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. On the summary sheet, the outlined-lettered items form the Special Education supplement, and the italicized outlined-lettered items form the Bilingual Education supplement.</p>																										
	<table border="0"> <tr> <th align="center" colspan="2"><i>Descriptor Entry</i></th> <th align="center" colspan="2"><i>Direct Numerical Entry</i></th> </tr> <tr> <td align="center">Observed</td> <td align="center">Clarified</td> <td align="center">Descriptors evident</td> <td></td> </tr> <tr> <td><input type="checkbox"/> a Objective-based</td> <td><input type="checkbox"/></td> <td>1 None <input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> b Sequenced</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> c Appropriate</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> d Conditions</td> <td><input type="checkbox"/></td> <td>4 Three <input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td></td> <td>5 Four <input type="checkbox"/></td> <td></td> </tr> </table>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		Observed	Clarified	Descriptors evident		<input type="checkbox"/> a Objective-based	<input type="checkbox"/>	1 None <input type="checkbox"/>		<input type="checkbox"/> b Sequenced	<input type="checkbox"/>	2 One <input type="checkbox"/>		<input type="checkbox"/> c Appropriate	<input type="checkbox"/>	3 Two <input type="checkbox"/>		<input type="checkbox"/> d Conditions	<input type="checkbox"/>	4 Three <input type="checkbox"/>				5 Four <input type="checkbox"/>	
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>																											
Observed	Clarified	Descriptors evident																											
<input type="checkbox"/> a Objective-based	<input type="checkbox"/>	1 None <input type="checkbox"/>																											
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<input type="checkbox"/> c Appropriate	<input type="checkbox"/>	3 Two <input type="checkbox"/>																											
<input type="checkbox"/> d Conditions	<input type="checkbox"/>	4 Three <input type="checkbox"/>																											
		5 Four <input type="checkbox"/>																											



2 Procedures				3 Resources			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five <input type="checkbox"/> 7 Six <input type="checkbox"/>		Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/>	
<input type="checkbox"/> a Referenced	<input type="checkbox"/>			<input type="checkbox"/> a Relevant	<input type="checkbox"/>		
<input type="checkbox"/> b How achieved	<input type="checkbox"/>			<input type="checkbox"/> b Usable	<input type="checkbox"/>		
<input type="checkbox"/> c Sequenced	<input type="checkbox"/>			<input type="checkbox"/> c Hands-on	<input type="checkbox"/>		
<input type="checkbox"/> d Organizer (set)	<input type="checkbox"/>			<input type="checkbox"/> d Supplemental or adopted resources OK	<input type="checkbox"/>		
<input type="checkbox"/> e Closure	<input type="checkbox"/>						
<input type="checkbox"/> f Integrative	<input type="checkbox"/>						
Rationale:				Rationale:			
4 Assessment Procedures				5 Diversity of Student Culture and Behavior			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five <input type="checkbox"/>		Observed	Clarified	<b>Descriptors evident</b> 1 None <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/>	
<input type="checkbox"/> a Referenced	<input type="checkbox"/>			<input type="checkbox"/> a Observation-based	<input type="checkbox"/>		
<input type="checkbox"/> b Students identify	<input type="checkbox"/>			<input type="checkbox"/> b Specific teaching	<input type="checkbox"/>		
<input type="checkbox"/> c Appropriate	<input type="checkbox"/>			<input type="checkbox"/> c Adaptation	<input type="checkbox"/>		
<input type="checkbox"/> d Effective	<input type="checkbox"/>			<input type="checkbox"/> d Conditions	<input type="checkbox"/>		
<input type="checkbox"/> e Progress checks	<input type="checkbox"/>						
Rationale:				Rationale:			

6 Diversity of Student Abilities				7 Established Conditions for Learning			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Appropriate to unit	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Control techniques	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Readiness	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Accessible	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Smooth transitions	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Clear expectations	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Balanced levels	<input type="checkbox"/>		5 Four <input type="checkbox"/>				
Rationale:				Rationale:			
8 Adherence to Objectives*				9 Adherence to Course Objectives*			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Direct Numerical Entry Based on School Curriculum</i>			
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	(1) Instruction meets adopted scope and sequence. (2) Any substituted materials are related to the adopted course of study.			
<input type="checkbox"/> a Pretest	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>				
<input type="checkbox"/> b Specific criteria	<input type="checkbox"/>		3 Two <input type="checkbox"/>				
<input type="checkbox"/> c Formative evaluation	<input type="checkbox"/>		4 Three <input type="checkbox"/>				
<input type="checkbox"/> d Unit-feedback	<input type="checkbox"/>		5 Four <input type="checkbox"/>				
Rationale:				<input type="checkbox"/> 1 Unrelated <input type="checkbox"/> 2 Slightly related <input type="checkbox"/> 3 Satisfactory <input type="checkbox"/> 4 Relevant to course <input type="checkbox"/> 5 Most relevant to course			
* Not normally observed by university supervisors				Rationale:			
* Not normally observed by university supervisors				* Not normally observed by university supervisors			

	10 Routine Classroom Tasks				11 Lesson Opening			
<b>Instruction</b>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/>	a Efficient <input type="checkbox"/>		evident	2 One <input type="checkbox"/>	<input type="checkbox"/>	a Previewed (set) <input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/>	b Nondisruptive <input type="checkbox"/>			3 Two <input type="checkbox"/>	<input type="checkbox"/>	b Focused early <input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/>	c Materials ready <input type="checkbox"/>			4 Three <input type="checkbox"/>	<input type="checkbox"/>	c Used motivation <input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/>	d Transitions <input type="checkbox"/>			5 Four <input type="checkbox"/>	<input type="checkbox"/>	d Smooth, Integrated <input type="checkbox"/>		5 Four <input type="checkbox"/>
	Rationale:				Rationale:			
	12 Directions and Explanations				13 Appropriate Teaching Methods			
	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/>	a Appropriate for size <input type="checkbox"/>		evident	2 One <input type="checkbox"/>	<input type="checkbox"/>	a Objective-referenced <input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/>	b Preclude confusion <input type="checkbox"/>			3 Two <input type="checkbox"/>	<input type="checkbox"/>	b Adjusted to feedback <input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/>	c Clarification <input type="checkbox"/>			4 Three <input type="checkbox"/>	<input type="checkbox"/>	c Focused on learning <input type="checkbox"/>		4 Three <input type="checkbox"/>
					<input type="checkbox"/>	d Smooth transitions <input type="checkbox"/>		5 Four <input type="checkbox"/>
						or one method OK		
	Rationale:				Rationale:			

<p><b>14 Student Responses</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><i>Descriptor Entry</i></th> <th style="width: 30%;"><i>Clarified</i></th> <th style="width: 30%;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td></td> <td>Descriptors</td> </tr> <tr> <td><input type="checkbox"/> a Effective</td> <td><input type="checkbox"/></td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Solicited responses</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Recognized students</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Incorporated</td> <td><input type="checkbox"/></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> e Questions effective</td> <td><input type="checkbox"/></td> <td>5 Four <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> f Clear, supportive</td> <td><input type="checkbox"/></td> <td>6 Five <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>7 Six <input type="checkbox"/></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>	Observed		Descriptors	<input type="checkbox"/> a Effective	<input type="checkbox"/>	1 None <input type="checkbox"/>	<input type="checkbox"/> b Solicited responses	<input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> c Recognized students	<input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> d Incorporated	<input type="checkbox"/>	4 Three <input type="checkbox"/>	<input type="checkbox"/> e Questions effective	<input type="checkbox"/>	5 Four <input type="checkbox"/>	<input type="checkbox"/> f Clear, supportive	<input type="checkbox"/>	6 Five <input type="checkbox"/>			7 Six <input type="checkbox"/>	<p><b>15 Provided Opportunities for Participation</b></p> <p style="text-align: center;"><i>Direct Numerical Entry</i></p> <p><input type="checkbox"/> 1 Passive</p> <p><input type="checkbox"/> 2 Mostly bystanders</p> <p><input type="checkbox"/> 3 Some activity for most students</p> <p><input type="checkbox"/> 4 Opportunity for all in an activity</p> <p><input type="checkbox"/> 5 Opportunity for all in 2+ activities or</p> <hr/> <p>Rationale:</p>																		
<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>																																												
Observed		Descriptors																																												
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<input type="checkbox"/> e Questions effective	<input type="checkbox"/>	5 Four <input type="checkbox"/>																																												
<input type="checkbox"/> f Clear, supportive	<input type="checkbox"/>	6 Five <input type="checkbox"/>																																												
		7 Six <input type="checkbox"/>																																												
<p><b>16 Feedback to Students</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><i>Descriptor Entry</i></th> <th style="width: 30%;"><i>Clarified</i></th> <th style="width: 30%;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td></td> <td>Descriptors</td> </tr> <tr> <td><input type="checkbox"/> a Positive</td> <td><input type="checkbox"/></td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Corrective if needed</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Student evaluation</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>4 Three <input type="checkbox"/></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>	Observed		Descriptors	<input type="checkbox"/> a Positive	<input type="checkbox"/>	1 None <input type="checkbox"/>	<input type="checkbox"/> b Corrective if needed	<input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> c Student evaluation	<input type="checkbox"/>	3 Two <input type="checkbox"/>			4 Three <input type="checkbox"/>	<p><b>17 Retention Techniques</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><i>Descriptor Entry</i></th> <th style="width: 30%;"><i>Clarified</i></th> <th style="width: 30%;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td></td> <td>Descriptors</td> </tr> <tr> <td><input type="checkbox"/> a Previewed, value</td> <td><input type="checkbox"/></td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Linked</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Modeled</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Correct practice</td> <td><input type="checkbox"/></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> e Learning strategies</td> <td><input type="checkbox"/></td> <td>5 Four <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> f Reviewed</td> <td><input type="checkbox"/></td> <td>6 Five <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>7 Six <input type="checkbox"/></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>	Observed		Descriptors	<input type="checkbox"/> a Previewed, value	<input type="checkbox"/>	1 None <input type="checkbox"/>	<input type="checkbox"/> b Linked	<input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> c Modeled	<input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> d Correct practice	<input type="checkbox"/>	4 Three <input type="checkbox"/>	<input type="checkbox"/> e Learning strategies	<input type="checkbox"/>	5 Four <input type="checkbox"/>	<input type="checkbox"/> f Reviewed	<input type="checkbox"/>	6 Five <input type="checkbox"/>			7 Six <input type="checkbox"/>
<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>																																												
Observed		Descriptors																																												
<input type="checkbox"/> a Positive	<input type="checkbox"/>	1 None <input type="checkbox"/>																																												
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<input type="checkbox"/> c Student evaluation	<input type="checkbox"/>	3 Two <input type="checkbox"/>																																												
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<input type="checkbox"/> f Reviewed	<input type="checkbox"/>	6 Five <input type="checkbox"/>																																												
		7 Six <input type="checkbox"/>																																												

18 Closure and Summarization				19 Instructional Equipment/Aids			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Relevant to objectives	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Supported objective	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Involved students	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Concrete (hands-on)	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Related to instructional unit	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Used in practice	<input type="checkbox"/>		4 Three <input type="checkbox"/>
				<input type="checkbox"/> d Blended into lesson <input type="checkbox"/>			
Rationale:				Rationale:			
20 Grouping				21 Cultural/Behavioral Diversity			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Observant (withitness)	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Addressed varied needs	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Based on observation	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Learning style	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Achievable work	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Early/late finishers	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Effective teacher role	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Motivation (readiness)	<input type="checkbox"/>		5 Four <input type="checkbox"/>
				or whole group OK			
				or class was homogeneous			
Rationale:				Rationale:			

22 Instructional Time Use				23 Subject Area Knowledge			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/> a Began, ended on time	<input type="checkbox"/> evident		2 One <input type="checkbox"/>	<input type="checkbox"/> a Relevant	<input type="checkbox"/> evident		2 One <input type="checkbox"/>
<input type="checkbox"/> b Pace, intensity	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Vocabulary	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Revised or not needed	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Context accuracy	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Minimized interruption	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Additional resources for independent use	<input type="checkbox"/>		5 Four <input type="checkbox"/>
Rationale:				Rationale:			
24 Speech and Writing				25 Environment			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None	Observed	Clarified	Descriptors	1 None
<input type="checkbox"/> a Grammar correct	<input type="checkbox"/> evident		2 One <input type="checkbox"/>	<input type="checkbox"/> a Minimized distraction	<input type="checkbox"/> evident		2 One <input type="checkbox"/>
<input type="checkbox"/> b Understandable	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Orderly transitions	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Legible	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Displays	<input type="checkbox"/>		4 Three <input type="checkbox"/>
Rationale:				<input type="checkbox"/> d Student comfort	<input type="checkbox"/>		5 Four <input type="checkbox"/>
				Rationale:			

<p align="center"><b>26 Special Education Overlapping Behavior</b></p>	<p align="center"><b>27 Bilingual Education Meaningful Lessons</b></p>														
<p align="center"><i>Direct Numerical Entry</i></p> <p><input type="checkbox"/> 1 One activity ignored</p> <p><input type="checkbox"/> 2 Attended each but inefficiently</p> <p><input type="checkbox"/> 3 One activity attended well, the rest inefficient</p> <p><input type="checkbox"/> 4 One activity more meaningful, the rest not neglected</p> <p><input type="checkbox"/> 5 Each situation smoothly attended, all on task or more than one activity not apparent in lesson</p> <p><input type="checkbox"/> 6 <i>NOT a special education class</i></p>	<table border="0"> <tr> <td align="center"><i>Descriptor Entry</i></td> <td align="center"><i>Direct Numerical Entry</i></td> </tr> <tr> <td>Observed</td> <td>Clarified Descriptors</td> </tr> <tr> <td><input type="checkbox"/> a Regular content</td> <td><input type="checkbox"/> evident</td> </tr> <tr> <td><input type="checkbox"/> b Understandable context</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Self-evident input</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Achievable</td> <td><input type="checkbox"/></td> </tr> </table> <p>1 None <input type="checkbox"/></p> <p>2 One <input type="checkbox"/></p> <p>3 Two <input type="checkbox"/></p> <p>4 Three <input type="checkbox"/></p> <p>5 Four <input type="checkbox"/></p> <p>6 Not BME <input type="checkbox"/></p>	<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	Observed	Clarified Descriptors	<input type="checkbox"/> a Regular content	<input type="checkbox"/> evident	<input type="checkbox"/> b Understandable context	<input type="checkbox"/>	<input type="checkbox"/> c Self-evident input	<input type="checkbox"/>	<input type="checkbox"/> d Achievable	<input type="checkbox"/>		
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<input type="checkbox"/> c Self-evident input	<input type="checkbox"/>														
<input type="checkbox"/> d Achievable	<input type="checkbox"/>														
<p>Rationale:</p>	<p>Rationale:</p>														
<p align="center"><b>28 Bilingual Education Home Language</b></p>	<p align="center"><b>29 Student Success Rate*</b></p>														
<table border="0"> <tr> <td align="center"><i>Descriptor Entry</i></td> <td align="center"><i>Direct Numerical Entry</i></td> </tr> <tr> <td>Observed</td> <td>Clarified Descriptors</td> </tr> <tr> <td><input type="checkbox"/> a Appropriate registers</td> <td><input type="checkbox"/> evident</td> </tr> <tr> <td><input type="checkbox"/> b Language development</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Non-disruptive use</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Practice and expansion</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> e Achievable objectives</td> <td><input type="checkbox"/></td> </tr> </table> <p>1 None <input type="checkbox"/></p> <p>2 One <input type="checkbox"/></p> <p>3 Two <input type="checkbox"/></p> <p>4 Three <input type="checkbox"/></p> <p>5 Four <input type="checkbox"/></p> <p>6 Five <input type="checkbox"/></p> <p>7 Not BME <input type="checkbox"/></p>	<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	Observed	Clarified Descriptors	<input type="checkbox"/> a Appropriate registers	<input type="checkbox"/> evident	<input type="checkbox"/> b Language development	<input type="checkbox"/>	<input type="checkbox"/> c Non-disruptive use	<input type="checkbox"/>	<input type="checkbox"/> d Practice and expansion	<input type="checkbox"/>	<input type="checkbox"/> e Achievable objectives	<input type="checkbox"/>	<p align="center"><i>Direct Numerical Entry</i></p> <p align="center"><b>AT 80% MASTERY LEVEL:</b></p> <p><input type="checkbox"/> 1 Few students (less than 60%) achieved objective.</p> <p><input type="checkbox"/> 2 Some (60-69%) met objective.</p> <p><input type="checkbox"/> 3 Many (70-79%) met objective.</p> <p><input type="checkbox"/> 4 Most (80-89%) met objective.</p> <p><input type="checkbox"/> 5 Nearly all (90-100%) met objective</p> <p align="center"><b>OR AT THE 100% MASTERY LEVEL:</b></p> <p><input type="checkbox"/> 6 All met objective to extent specified</p>
<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>														
Observed	Clarified Descriptors														
<input type="checkbox"/> a Appropriate registers	<input type="checkbox"/> evident														
<input type="checkbox"/> b Language development	<input type="checkbox"/>														
<input type="checkbox"/> c Non-disruptive use	<input type="checkbox"/>														
<input type="checkbox"/> d Practice and expansion	<input type="checkbox"/>														
<input type="checkbox"/> e Achievable objectives	<input type="checkbox"/>														
<p>Rationale:</p>	<p>Rationale:</p> <p align="right"><i>*Not normally observed by university supervisors.</i></p>														

30 Testing Environment and Materials*				31 Handling Extraneous Behavior during the Test*			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Minimal distraction	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Disregard irrelevance	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Student comfort	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Motivation and task	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Clear directions	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c General, not specific	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Materials	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Precluded distractions	<input type="checkbox"/>		5 Four or no extraneous behavior <input type="checkbox"/>
Rationale:				Rationale:			
<i>*Not normally observed by university supervisors.</i>				<i>*Not normally observed by university supervisors.</i>			
32 Test Scoring*				33 Performance Recording and Report Writing*			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors	1 None <input type="checkbox"/>
<input type="checkbox"/> a Efficient instrument	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>	<input type="checkbox"/> a Specific, observed base	<input type="checkbox"/>	evident	2 One <input type="checkbox"/>
<input type="checkbox"/> b Record of data	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Reason for the report	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Evaluated in context	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Recording done soon	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Instrument intent	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Standard English if needed	<input type="checkbox"/>		5 Four <input type="checkbox"/>
Rationale:				Rationale:			
<i>*Not normally observed by university supervisors.</i>				<i>*Not normally observed by university supervisors.</i>			



34 Standardized Procedures*			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	1 None	<input type="checkbox"/>
<input type="checkbox"/> a Exact wording of directions	<input type="checkbox"/> Descriptors	2 One	<input type="checkbox"/>
<input type="checkbox"/> b Maintained accurate timing	<input type="checkbox"/> evident	3 Two	<input type="checkbox"/>
<input type="checkbox"/> c Prescribed presentations	<input type="checkbox"/>	4 Three	<input type="checkbox"/>
<input type="checkbox"/> d Natural speech	<input type="checkbox"/>	5 Four	<input type="checkbox"/>
		6 Not	<input type="checkbox"/>
		standardized	
		test	
Rationale:			
<p>* Not normally observed by university supervisors; not a daily testing feature.</p>			

	35 Class Cohesiveness and Rapport				36 Professional Support			
<b>Discipline</b>	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>
	<input type="checkbox"/> a Teacher supported	<input type="checkbox"/>	2 One <input type="checkbox"/>		<input type="checkbox"/> a Eye contact, expressions	<input type="checkbox"/>	2 One <input type="checkbox"/>	
	<input type="checkbox"/> b Honest effort supported	<input type="checkbox"/>	3 Two <input type="checkbox"/>		<input type="checkbox"/> b Voice inflections	<input type="checkbox"/>	3 Two <input type="checkbox"/>	
	<input type="checkbox"/> c Not derogatory	<input type="checkbox"/>	4 Three <input type="checkbox"/>		<input type="checkbox"/> c Posture	<input type="checkbox"/>	4 Three <input type="checkbox"/>	
	<input type="checkbox"/> d Fostering belonging	<input type="checkbox"/>	5 Four <input type="checkbox"/>		<input type="checkbox"/> d Gestures	<input type="checkbox"/>	5 Four <input type="checkbox"/>	
				or group cohesiveness could not be established	Rationale:			
	Rationale:							
	37 Promote Mutual Respect				38 Feedback about Behavior			
	<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
	Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>
	<input type="checkbox"/> a Used student names	<input type="checkbox"/>	2 One <input type="checkbox"/>		<input type="checkbox"/> a Predominantly positive	<input type="checkbox"/>	2 One <input type="checkbox"/>	
	<input type="checkbox"/> b Student interests	<input type="checkbox"/>	3 Two <input type="checkbox"/>		<input type="checkbox"/> b Nonverbal feedback	<input type="checkbox"/>	3 Two <input type="checkbox"/>	
	<input type="checkbox"/> c Environment	<input type="checkbox"/>	4 Three <input type="checkbox"/>		<input type="checkbox"/> c Awareness	<input type="checkbox"/>	4 Three <input type="checkbox"/>	
	<input type="checkbox"/> d Non-derogatory	<input type="checkbox"/>	5 Four <input type="checkbox"/>		<input type="checkbox"/> d Clear expectations	<input type="checkbox"/>	5 Four <input type="checkbox"/>	
	Rationale:				Rationale:			

39 Sensitive to Students	40 Positive Classroom Behavior																																				
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left;"><i>Descriptor Entry</i></th> <th style="width: 30%; text-align: left;"><i>Clarified</i></th> <th style="width: 40%; text-align: left;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td></td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> a Intervention</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Sense of belonging</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Emotional balance</td> <td><input type="checkbox"/></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Encouraged self-discipline</td> <td><input type="checkbox"/></td> <td>5 Four <input type="checkbox"/></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>	Observed		1 None <input type="checkbox"/>	<input type="checkbox"/> a Intervention	<input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> b Sense of belonging	<input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> c Emotional balance	<input type="checkbox"/>	4 Three <input type="checkbox"/>	<input type="checkbox"/> d Encouraged self-discipline	<input type="checkbox"/>	5 Four <input type="checkbox"/>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left;"><i>Descriptor Entry</i></th> <th style="width: 30%; text-align: left;"><i>Clarified</i></th> <th style="width: 40%; text-align: left;"><i>Direct Numerical Entry</i></th> </tr> </thead> <tbody> <tr> <td>Observed</td> <td></td> <td>1 None <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> a Directions, transitions</td> <td><input type="checkbox"/></td> <td>2 One <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> b Reinforcement</td> <td><input type="checkbox"/></td> <td>3 Two <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> c Overlooked if minor or none</td> <td><input type="checkbox"/></td> <td>4 Three <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> d Guidance</td> <td><input type="checkbox"/></td> <td>5 Four <input type="checkbox"/></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Rationale:</p>	<i>Descriptor Entry</i>	<i>Clarified</i>	<i>Direct Numerical Entry</i>	Observed		1 None <input type="checkbox"/>	<input type="checkbox"/> a Directions, transitions	<input type="checkbox"/>	2 One <input type="checkbox"/>	<input type="checkbox"/> b Reinforcement	<input type="checkbox"/>	3 Two <input type="checkbox"/>	<input type="checkbox"/> c Overlooked if minor or none	<input type="checkbox"/>	4 Three <input type="checkbox"/>	<input type="checkbox"/> d Guidance	<input type="checkbox"/>	5 Four <input type="checkbox"/>
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41 Managed Disruptive Behavior	42 Decorum*																																				
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Observed		1 None <input type="checkbox"/>																																			
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<p><i>*Not normally observed by university supervisors.</i></p>																																					



# CSI Reference Edition

## Expanded Conference Skills Instrument

November 10, 1989

**DIRECTIONS:** The following items are quantified as follows. Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - All four descriptors are evident.
- 6 - All five descriptors are evident (item one).

This instrument is intended for settings in which conferences are likely to occur and be observed.

### **Plans Appropriate Conference/ Interview**

(1) Preparation

- a. Specified purpose and outline of content
- b. Provided appropriate setting  
neat, clean      comfortable seating  
quiet              confidential, uninterrupted
- c. Provided record accessibility and ease of viewing
- d. Actual student materials or evaluations of performance organized and available beforehand
- e. Planned transition to informal conversation with parents or clients after summary and follow-up components of the conference

### **Sensitive to Feelings (Warmth and Respect)**

(2) Sensitive

- a. Courteous, deferential, respectful, and polite
- b. Unconditional positive regard without moralizing
- c. Helping individual identify/deal with any defensive or adjustive behavior OR None existed
- d. Indicates empathy when the individual has difficulty answering a question or expressing a problem (expressed understanding, concern, and encouragement during especially sensitive moments)

**Provides Support**

(3) Support

- a. Facilitated speaking what's on the individual's mind, rather than on the interviewer's next remark
- b. Clearly stated questions related to the conference purpose getting more than "yes" or "no"
- c. Checked what is meant without jumping to conclusions
- d. Interpreted or summarized and identified constructive intervention strategies

**Content is Substantive**

(4) Relevance

- a. Relevant to conference purpose
- b. Real need addressed for specific resolution
- c. Meaningful examples, samples, charts, profiles, or test results provided
- d. Related to a whole picture

**Provides Focus**

(5) Focused

- a. Specific with examples or details
- b. Definite rather than hesitant or apologetic
- c. Evaluated option(s) to resolve needs
- d. Constructively-directed, avoided irrelevant or disruptive sidetracking

**Appropriate Interviewer Language and Speech**

(6) Language and Speech

- a. Understandable, articulate, correct
- b. Professional vocabulary appropriate for the interviewed person's age and background
- c. Talked to, not down or over the head of the individual
- d. Provided alternatives and qualifications for sensitive areas

**Use of Conference/Interview Time**

(7) Use of Time

- a. Appropriate initiation begun by interviewer what should be accomplished in the conference, topics to be addressed (any added by the individual), use of information, assurance of confidentiality, and length of the conference
- b. Use of time effective to achieving conference goals
- c. Managed distractions and digressions OR none existed
- d. Routine tasks not disruptive

**Results In Constructive Plan of Action**

(8) Action Plan

- a. Clear strategies defined or implied
- b. Persons identified as who will do what when
- c. Alternative plans specified if unsuccessful
- d. Follow-up plan specified

**Smooth Closure**

(9) Closure

- a. Summary of highlights
- b. Limitations of conference stated
- c. Follow-up plan of what was to happen next
- d. Informal courtesy

**Conference Report**

(10) Report

- a. Professionally, neatly typed with proper written expression
- b. Proper identification information with significant information, such as:
 

date	addresses	ethnicity
names	relationships	ages
- c. Contains reasons for conference/interview, description of setting, estimate of validity of information obtained
- d. Well organized, thorough report of content session, summary, recommendations, and planned follow-up

# CSI Work Edition

## Conference Skills Instrument

November 10, 1989

**DIRECTIONS:** The following items are quantified as follows. Discrete-scale items are scored as:

- 1 - None of the descriptors is evident.
- 2 - One of the descriptors is evident.
- 3 - Two of the descriptors are evident.
- 4 - Three of the descriptors are evident.
- 5 - All four descriptors are evident.
- 6 - All five descriptors are evident (item one).

This instrument is intended for settings in which conferences are likely to occur and be observed.

### **Plans Appropriate Conference/ Interview**

(1) Preparation

- a. Specified purpose and outline of content
- b. Provided appropriate setting
- c. Professional attire, hygiene, and grooming
- d. Materials or evaluations organized and available before conference
- e. Planned transition to informal conversation after closing summary and follow-up

### **Sensitive to Feelings (Warmth and Respect)**

(2) Sensitive

- a. Courteous, deferential, respectful, and polite
- b. Unconditional positive regard without moralizing
- c. Helping individual identify/deal with any defensive or adjustive behavior OR None existed
- d. Indicates empathy when the individual has difficulty answering a question or expressing a problem

### **Provides Support**

(3) Support

- a. Facilitated the individual's thinking, not interviewer's next remark
- b. Clear questions for more than "yes" or "no"
- c. Checked meaning without jumping to conclusions
- d. Interpreted or summarized and identified strategies



**Content is Substantive**

- a. Relevant to conference purpose
- b. Real need addressed for resolution
- c. Meaningful records provided
- d. Related to whole picture

(4) Relevance

**Provides Focus**

- a. Specific examples or details
- b. Definite rather than hesitant or apologetic
- c. Option(s) to resolve needs
- d. Directed, avoided sidetracking

(5) Focused

**Appropriate Interviewer Language and Speech**

- a. Understandable, articulate, correct
- b. Professional vocabulary appropriate for the interviewed person
- c. Talked to, not down or over the head
- d. Provided alternatives and qualifications for sensitive areas

(6) Language and Speech

**Use of Conference/Interview Time**

- a. Appropriate initiation by interviewer
- b. Use of time effective to achieving conference goals
- c. Managed distractions and digressions OR None existed
- d. Routine tasks not disruptive

(7) Use of Time

**Results in Constructive Plan of Action**

- a. Clear strategies defined or implied
- b. Persons identified as who will do what when
- c. Alternative plans specified if unsuccessful
- d. Follow-up plan specified

(8) Action Plan

**Smooth Closure**

- a. Summary of highlights
- b. Limitations of the conference stated
- c. Follow-up plan of what was to happen next
- d. Informal courtesy

(9) Closure

**Conference Report**

(10) Report

- a. Neatly typed with proper written expression
- b. Proper identification information
- c. Contains reasons for conference, setting, estimate of validity of information obtained
- d. Well organized, thorough report of content session, summary, recommendations, and planned follow-up

<b>Conference Skills Instrument Record</b>	Conference Director:	I.D.
	Date:	Supervisor:
	Circle: Practicum ( 1 ), Student Teaching ( 2 ), Entry-level ( 3a, b, c )	

**DIRECTIONS:** Using the Conference Skills Instrument (CSI), preview the plan and observe the conference. (1) Mark "observed" descriptors. Then clarify observations of the conference with the observed individual to allow the observed individual to reveal decisions and rationale for these decisions. (2) Mark direct numerical entry statement fitting the conference. Finally, transfer item scores to the summary by writing in the direct numerical entry and circling descriptor letters.

<b>SUMMARY STATEMENT</b>		1	2	3	4	5	6	7	8	9	10	
	Direct Numerical Entry											
	Descriptor Entry	A	A	A	A	A	A	A	A	A	A	A
		B	B	B	B	B	B	B	B	B	B	B
		C	C	C	C	C	C	C	C	C	C	C
		D	D	D	D	D	D	D	D	D	D	D
E												

<b>1 Plans Appropriate Conference/Interview</b>				<b>2 Sensitive to Feelings (Warmth and Respect)</b>			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>	Observed	Clarified	Descriptors evident	1 None <input type="checkbox"/>
<input type="checkbox"/> a Purpose and outline	<input type="checkbox"/>		2 One <input type="checkbox"/>	<input type="checkbox"/> a Courteous, respectful	<input type="checkbox"/>		2 One <input type="checkbox"/>
<input type="checkbox"/> b Seating	<input type="checkbox"/>		3 Two <input type="checkbox"/>	<input type="checkbox"/> b Positive regard	<input type="checkbox"/>		3 Two <input type="checkbox"/>
<input type="checkbox"/> c Record access, viewing	<input type="checkbox"/>		4 Three <input type="checkbox"/>	<input type="checkbox"/> c Adjustive behavior or none	<input type="checkbox"/>		4 Three <input type="checkbox"/>
<input type="checkbox"/> d Material availability	<input type="checkbox"/>		5 Four <input type="checkbox"/>	<input type="checkbox"/> d Empathy	<input type="checkbox"/>		5 Four <input type="checkbox"/>
<input type="checkbox"/> e Closing transition	<input type="checkbox"/>		6 Five <input type="checkbox"/>				
Rationale:				Rationale:			

<b>3 Provides Support</b>		<b>4 Content Is Substantive</b>	
<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>
Observed	Clarified Descriptors	Observed	Clarified Descriptors
<input type="checkbox"/> a Helped individual talk	<input type="checkbox"/> evident	<input type="checkbox"/> a Relevant	<input type="checkbox"/> evident
<input type="checkbox"/> b Questions (not yes/no)	<input type="checkbox"/>	<input type="checkbox"/> b Real need, resolution	<input type="checkbox"/>
<input type="checkbox"/> c Checked meaning	<input type="checkbox"/>	<input type="checkbox"/> c Examples, scenarios, tests	<input type="checkbox"/>
<input type="checkbox"/> d Summarized, strategies	<input type="checkbox"/>	<input type="checkbox"/> d Related to context	<input type="checkbox"/>
1 None <input type="checkbox"/>	2 One <input type="checkbox"/>	1 None <input type="checkbox"/>	2 One <input type="checkbox"/>
3 Two <input type="checkbox"/>	4 Three <input type="checkbox"/>	3 Two <input type="checkbox"/>	4 Three <input type="checkbox"/>
5 Four <input type="checkbox"/>		5 Four <input type="checkbox"/>	
Rationale:		Rationale:	
<b>5 Provides Focus</b>		<b>6 Appropriate Interviewer Language and Speech</b>	
<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>	<i>Descriptor Entry</i>	<i>Direct Numerical Entry</i>
Observed	Clarified Descriptors	Observed	Clarified Descriptors
<input type="checkbox"/> a Specific with examples	<input type="checkbox"/> evident	<input type="checkbox"/> a Understandable, articulate	<input type="checkbox"/> evident
<input type="checkbox"/> b Definite, unapologetic	<input type="checkbox"/>	<input type="checkbox"/> b Considered age, background	<input type="checkbox"/>
<input type="checkbox"/> c Evaluated options to resolve	<input type="checkbox"/>	<input type="checkbox"/> c Talked to (not down, over)	<input type="checkbox"/>
<input type="checkbox"/> d Constructively-directed	<input type="checkbox"/>	<input type="checkbox"/> d Sensitive strategies	<input type="checkbox"/>
1 None <input type="checkbox"/>	2 One <input type="checkbox"/>	1 None <input type="checkbox"/>	2 One <input type="checkbox"/>
3 Two <input type="checkbox"/>	4 Three <input type="checkbox"/>	3 Two <input type="checkbox"/>	4 Three <input type="checkbox"/>
5 Four <input type="checkbox"/>		5 Four <input type="checkbox"/>	
Rationale:		Rationale:	

7 Use of Conference/Interview Time				8 Results In Constructive Plan of Action			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	None	Observed	Clarified	Descriptors	None
<input type="checkbox"/> a Initiation by interviewer	<input type="checkbox"/> evident	2	One	<input type="checkbox"/> a Clear strategies defined	<input type="checkbox"/> evident	2	One
<input type="checkbox"/> b Effective use of time	<input type="checkbox"/>	3	Two	<input type="checkbox"/> b "Who will do what"	<input type="checkbox"/>	3	Two
<input type="checkbox"/> c Digressions or none	<input type="checkbox"/>	4	Three	<input type="checkbox"/> c Alternative plans	<input type="checkbox"/>	4	Three
<input type="checkbox"/> d Routines not disruptive	<input type="checkbox"/>	5	Four	<input type="checkbox"/> d Follow-up plan	<input type="checkbox"/>	5	Four
Rationale:				Rationale:			
9 Smooth Closure				10 Conference Report			
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>		<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>	
Observed	Clarified	Descriptors	None	Observed	Clarified	Descriptors	None
<input type="checkbox"/> a Summary of highlights	<input type="checkbox"/> evident	2	One	<input type="checkbox"/> a Typed, proper writing	<input type="checkbox"/> evident	2	One
<input type="checkbox"/> b Conference limitations	<input type="checkbox"/>	3	Two	<input type="checkbox"/> b Identification information	<input type="checkbox"/>	3	Two
<input type="checkbox"/> c Follow-up plan	<input type="checkbox"/>	4	Three	<input type="checkbox"/> c Purpose, information validity	<input type="checkbox"/>	4	Three
<input type="checkbox"/> d Informal courtesy	<input type="checkbox"/>	5	Four	<input type="checkbox"/> d Summary, recommendations	<input type="checkbox"/>	5	Four
Rationale:				Rationale:			

<b>FORMAL TEST ADMINISTRATION RECORD</b>	Test Administrator:	I.D.
	Date:	Observer:
	Circle: Practicum ( 1 ), Student Teaching ( 2 ), Entry-level ( 3a, b, c )	

**DIRECTIONS:** This record is intended for formal tests not related to instruction. Using the ALOE, preview test purpose (documentation for a standardized test or identified intended use for printed diagnostic test). Observe the test administration. (1) Mark the "observed" descriptors. Then clarify observations during a conference with the observed test administrator to allow the observed test administrator to reveal decisions and rationale for these decisions. (2) Mark direct numerical entry statement fitting the clarified test administration. Parenthetical numbers with titles of testing items refer to the complete set of ALOE items. To finish, transfer item scores to the summary statement by writing in direct numerical entry and circling descriptor letters.

1 Testing Environment and Materials (30)		
<i>Descriptor Entry</i>		<i>Direct Numerical Entry</i>
Observed	Clarified	Descriptors 1 None <input type="checkbox"/>
<input type="checkbox"/> a Minimal distraction	<input type="checkbox"/>	evident 2 One <input type="checkbox"/>
<input type="checkbox"/> b Student comfort	<input type="checkbox"/>	3 Two <input type="checkbox"/>
<input type="checkbox"/> c Clear directions	<input type="checkbox"/>	4 Three <input type="checkbox"/>
<input type="checkbox"/> d Materials	<input type="checkbox"/>	5 Four <input type="checkbox"/>
Rationale:		

<b>SUMMARY STATEMENT</b>	1	2	3	4	5
	Direct Numerical Entry				
	Descriptor Entry				
	A	A	A	A	A
	B	B	B	B	B
	C	C	C	C	C
	D	D	D	D	D

<p><b>2 Handling Extraneous Behavior during the Test (31)</b></p>	<p><b>3 Test Scoring (32)</b></p>																																																		
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