

Candidate name:

Course:

Semester:

McNeese State University

Instructional Field Experience Evaluation (FEE)

Domain 1: Planning and Preparation

This component is scored STRICTLY from the lesson plan itself and should be scored BEFORE you observe the lesson. You are specifically examining the lesson outcomes and its alignment with the listed standards. If the candidate would like to identify DI within the lesson for you to refer to, a note MUST be made in the outcome section of the lesson plan directing you to that section of the lesson plan.

Component 1.1: Setting Instructional Outcomes (Danielson, 1c) Value, sequence, and alignment • Clarity • Balance • Suitability for all

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
1.1.1 Value, sequence, and alignment <i>InTASC 4n</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. Outcomes align with standard content and rigor. Students should produce work/thinking that is higher order. Outcomes are something that should be tied to previous and future concepts taught. Outcomes represent content the student NEEDS to know.	
1.1.2 Clarity <i>InTASC 6r</i>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes have clear behavioral verb(s) that are measurable. Outcomes are not written as activities, but instead have content and context included that lead to assessment of learning within the lesson.	
1.1.3 Balance <i>InTASC 2g</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several - different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. There are 2-4 outcomes listed from VARIOUS levels of DOK (or Blooms) frameworks (i.e. DOK 1, 3; 2, 4). Outcomes coordinate and integrate the concepts.	
1.1.4 Suitability for diverse learners <i>InTASC 1b</i>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. Outcomes are based on various students in the classroom and identified as such either through leveling the outcomes according to groups or identifying DI within the lesson activities or assessments.	

Notes:

Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal: _____

Domain 2: The Classroom Environment

Component 2.1: Managing Classroom Procedures (Danielson, 2c) Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
2.1.1 Management of instructional groups <i>InTASC 3j</i>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Small group activity is incorporated within lesson that includes a final product. Students understand their roles and responsibilities within the group work without redirection. Students are productively engaged during small group activity without repetitive teacher interaction.	

2.1.2 Management of transitions <i>InTASC 3d</i>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. <i>Students transition from activity-to-activity with little-to-no prompting. (i.e. a timer or signal (attention getter) is used to identify to students that it is time to transition.)</i>
2.1.3 (other than 2.1.2) Management of materials and supplies <i>InTASC 3d</i>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. <i>Collecting and distributing materials for each activity does not interrupt instructional time. Students are responsible for their own materials before, during, and after the lesson.</i>
2.1.4 Performance of non-instructional duties <i>InTASC 3d</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. <i>Non-instructional duties can encompass many things (sharpening pencils; setting up technology for students or teacher; lesson materials, paper for students, etc.). Teacher and students are prepared for lesson with all items ready for instruction. No time is lost due to unpreparedness on teacher's or students' part.</i>

Notes:

Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal: _____

Component 2.2: Managing Student Behavior (Danielson, 2d) Expectations • Monitoring of student behavior • Response to student behavior

Element	<i>Ineffective (1)</i>	<i>Effective: Emerging (2)</i>	<i>Effective: Proficient (3)</i>	<i>Highly Effective (4)</i>	<i>Rating</i>
2.2.1 Expectations <i>InTASC 3c</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. <i>Classroom rules and conduct are clear to students either by being created at the beginning of the lesson by students or by directing students to expectations posted on wall created earlier in the year.</i>	
2.2.2 Monitoring of student behavior <i>InTASC 3f</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. <i>Teacher uses proximity to students and non-verbal signals to prevent behavior without disrupting instructional time. Students redirect and/or restate norms of behavior to other off-task students.</i>	
2.2.3 Response to student misbehavior <i>InTASC 3f</i>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. <i>Students are well-behaved with no response needed by teacher OR Teacher's response to student misbehavior is respectful, consistent, and fair and is not repetitive.</i>	

Notes:

Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal:

Domain 3: Instruction

Component 3.1: Using Questioning and Discussion Techniques (Danielson, 3b) Quality of questions • Discussion techniques • Student participation

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
3.1.1 Quality of questions <i>InTASC 8f</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students generate questions and have opportunity to answer them (looking for HOT/DI in student generated questions). The majority of teacher questions are from higher levels of DOK/Blooms. Teacher gives adequate wait time for the student to either answer the question, ask teacher for clarity or to come back to them, or phone a friend. (Student determines adequate wait time by giving response.)	
3.1.2 Discussion techniques <i>InTASC 4c</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students have discussions in pairs and small groups. Once given a discussion topic, students participate in the discussion without teacher redirection and input (fly on the wall). Students do not simply answer a question but bring new ideas and information to the discussion.	
3.1.3 Student participation <i>InTASC 5e</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion. Students are respectful to others even if they disagree. All students are given an opportunity to participate in the discussion.	

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Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal:

Component 3.2: Engaging Students in Learning (Danielson, 3c) Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
3.2.1 Activities and assignments <i>InTASC 7a</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. Activities are implemented that have all students engaged, learning, and thinking about the content on their own level (not just busy work- this is not participation but cognition). Activities allow for students to have ownership of their learning and not simply produce a uniform answer or product for lesson.	

3.2.2 Grouping of students <i>InTASC3j</i>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of groups. <i>Whole, small and/or paired, and individual groups are strategically designed for all students to be engaged and active in learning the content. Students can choose their grouping for an activity (i.e.Kagan) or if an issue arises (student chooses to work alone instead of in a group/partner).</i>
3.2.3 Instructional materials and resources <i>InTASC 4f</i>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. <i>Materials used throughout the lesson are purposeful in engaging students to solidify the content (not busy work, making a connection between content and student knowledge). Students' products for the lesson (small, pair, individual) are their own either by choice, adaptation, or creation (differentiation)</i>
3.2.4 Structure and pacing <i>InTASC 3d</i>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. <i>Pacing of all activities within the lesson is sufficient for students to stay engaged and on task. Students reflect on content of lesson with other students.</i>

Notes:

Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal:

Component 3.3: Using Assessment in Instruction (Danielson, 3d) Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

<i>Element</i>	<i>Ineffective (1)</i>	<i>Effective: Emerging (2)</i>	<i>Effective: Proficient (3)</i>	<i>Highly Effective (4)</i>	<i>Ratin</i>
3.3.1 Assessment criteria <i>InTASC 6d</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. <i>Teacher gives expectation of activity products-- directions/example (verbal, visual, AND modeled). Teacher gives rubric, checklist, and/or criteria for students to follow while working on activities. Students give ideas for how to check their own work (i.e. creating a checklist, criteria, etc.)</i>	
3.3.2 Monitoring of student learning <i>InTASC 6a</i>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding & monitors the progress of individual students. <i>Throughout lesson activities, teacher monitors student understanding of content by observation and questioning. Teacher takes notes or has a checklist to document students who do not complete tasks correctly, do not understand content, or have miscues in processes.</i>	
3.3.3 Feedback to students <i>InTASC 6d</i>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely & of consistently high quality, & students make use of the feedback in their learning. <i>Teacher feedback is given quickly. (i.e. students do not have to wait for an extended amount of time for help.) Teacher's feedback is given to help with understanding of the content for future learning and not simply for completion of the activity at hand.</i>	

<p>3.3.4 Student self-assessment and monitoring of progress <i>InTASC 8b</i></p>	<p>Students do not engage in self-assessment or monitoring of progress.</p>	<p>Students occasionally assess the quality of their own work against the assessment criteria and performance standards. Occasionally is defined as once during lesson or less than half of the activities.</p>	<p>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Frequently is defined as majority of the activities (i.e. 2 out of 3)</p>	<p>Students not only frequently assess & monitor the quality of their own work against the assessment criteria & performance standards but also make active use of that information in learning. Students self- and peer-assess using checklists and rubrics for majority of lesson activities. Students use the rubrics and checklist to guide their activities and/or products. The checklists and/or rubrics help guide future expectations and not simply the activity for this lesson (i.e. Use of capital letters as opposed to color the pig pink).</p>	
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Reinforcement (strength):

Refinement (challenge):

Performance Level Subtotal:

Domain 4: Professionalism

Component 4.1: Modeling Professional Knowledge, Skills, and Dispositions (partially from Danielson, 4)

<i>Element</i>	<i>Ineffective (1)</i>	<i>Effective: Emerging (2)</i>	<i>Effective: Proficient (3)</i>	<i>Highly Effective (4)</i>	<i>Rating</i>
<p>4.1.1 Submits correct and timely documentation <i>InTASC 9o</i></p>	<p>Teacher's system for maintaining information on assignments is in disarray (i.e. lesson plans, student work etc.).</p>	<p>Teacher's system for maintaining information on student assignments is rudimentary and only partially effective.</p>	<p>Teacher's system for maintaining information on assignments is fully effective.</p>	<p>Teacher's system for maintaining information on assignments is fully effective and presented on time. Candidate is prompt with assignments/lesson plans. Candidate is organized and has all paperwork (lesson plans, student work, student data, etc.) readily accessible and easy to locate.</p>	
<p>4.1.2 Receptivity to feedback; and decision making <i>InTASC 9l</i></p>	<p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes decisions and recommendations based on self-serving interests.</p>	<p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher's decisions and recommendations are based on limited though genuinely professional considerations</p>	<p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher maintains an open mind and accepts responsibility for decisions and actions.</p>	<p>Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher maintains an open mind, accepts responsibility for decisions and actions, and exhibits a positive attitude. Receiving feedback can sometimes be difficult. Candidate asks for feedback even when not solicited by Mentor Teacher/Supervisor. Candidate accepts that learning is determined by their own knowledge of content, individual students, and lesson activities. Candidate plans to make use of feedback in future lessons. Candidate has positive attitude toward cooperating teacher, supervisors, colleagues, and students.</p>	
<p>4.1.3 Integrity and ethical conduct <i>InTASC 9o</i></p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Candidate is honest in interactions with all others. Candidate is confidential with all things class related (students, parents, colleagues). Candidate shares ideas and leads learning activities with colleagues.</p>	

<p>Notes:</p> <p>Reinforcement (strength):</p> <p>Refinement (challenge):</p>	<p>Performance Level Subtotal:</p>
<p><i>Performance total:</i></p>	

Technology								
Element	<i>Ineffective (1)</i>	<i>Effective: Emerging (2)</i>	<i>Effective: Proficient (3)</i>	<i>Highly Effective (4)</i>	score			
Technology within the learning environment: <i>InTASC 3g, 3m</i> <i>ISTE Student Standard 2</i> <i>ISTE Educator Standard 6</i>	The teacher provides opportunities for 49% or less of learners to <i>interactive responsibly</i> with technologies.	The teacher provides opportunities for small groups of learners or 50-79% of learners to <i>interactive responsibly</i> with technologies.	The teacher provides opportunities for 80-89% of learners to <i>interactive responsibly</i> with technologies.	The teacher provides opportunities for 90-100% of learners to <i>interactive responsibly</i> with technologies.				
Technology alignment with content <i>InTASC 4g</i> <i>ISTE Educator Standard 5</i>	The supplemental resources or technologies chosen are <i>not accessible</i> for all learners.	The supplemental resources and technologies chosen are accessible for all learners but are <i>not relevant to the content</i> for all learners.	The supplemental resources or technologies chosen ensure accesses and relevance <i>to the content</i> for all learners.	The supplemental resources and technologies chosen ensure accesses and relevance <i>to the content</i> for all learners.				
Technology as an instructional strategy <i>InTASC 8g</i> <i>ISTE Educator Standard 5</i>	Learning activities apply one technology-enhanced instructional strategy, <i>but students do not use</i> the technology to access, interpret, evaluate, and apply information	Learning activities apply one technology-enhanced instructional strategy. <i>Students use</i> the technology to access, interpret, evaluate, and apply information	Learning activities apply multiple technology-enhanced instructional strategies that <i>include student use</i> of technology to access, interpret, evaluate, and apply information.	Learning activities apply multiple technology-enhanced instructional strategies that focus on the <i>student-centered use</i> of technology to access, interpret, evaluate, and apply information.				
Identify all applicable problem-solving elements below embedded within the interactive technologies								
Abstraction	Categorization	Drawing Conclusions/ Justifying Solution	Predicting Outcomes	Observing and Experimenting	Improving Solutions	Identifying Relevant/ Irrelevant Information	Generating Ideas	Creating and Designing

*What makes technology accessible? Technology that provides equal access and equal opportunity to people with disabilities. (i.e. zoom in and out features, available through mobile devices and laptops; text-to-speech software that reads written content aloud)