

## Copeland Model

### Walk thru / Data gathering tool

Instructional Domains	NotObs.	U	NI	E	HE
<b>Planning and Preparation</b>					
1) Standards / objectives specific to content are posted.					
2) Activities and materials address varied student needs, backgrounds.					
<b>Classroom Management</b>					
3) Teacher establishes positive environment: motivational techniques in place, behavior management plan evident, non-threatening environment where students demonstrate respect for self and others.					
4) Teacher establishes safe/ organized environment: manages time, manages materials/equipment, routines established.					
<b>Assessment / Evaluation</b>					
5) Teacher uses a variety of formal or informal assessments to check for understanding.					
6) Teacher provides feedback (data) to students.					
<b>Student Instructional Engagement</b>					
7) Teacher communicates high expectations for learning, while promoting critical, creative, and evaluative thinking.					
8) Students are engaged in work that is meaningful and relevant.					
<b>Technology</b>					
9) Teacher uses or facilitates access to technology, or subject area appropriate tools, in student instruction, promoting an atmosphere of active learning.					

#### Scoring Key:

Highly Effective (HE / 4) – The behavior/performance responsibility is observed with high frequency, effectively, and could be used as a model behavior / exemplar for other teachers.

Effective (E/3) – The behavior/performance responsibility is observed with consistently and effectively.

Needs Improvement (NI / 2) – The behavior / performance responsibility is observed infrequently, or is attempted but implemented incorrectly.

Unsatisfactory (U/1) - The behavior / performance responsibility is not observed, and should be present.

Not Observed (NotObs/ No Value) – The behavior/performance responsibility could not be observed during this walk through. To consider the walk through to be valid, at least five (5) behaviors must be observed. Any behavior/performance responsibility given this mark would not be considered into the overall average of the walk through.

\*Administrators should use the appropriate indicators provided in the Copeland full instructional evaluation to further determine ratings.

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### Walk thru / Data gathering tool – Performance Responsibilities Correlations

Domain	Performance Responsibilities
<b>Planning and Preparation</b>	
1) Standards / objectives specific to content are posted.	1, 2, 3, 4
2) Activities and materials address varied student needs, backgrounds.	5, 6, 7, 8, 9
<b>Classroom Management</b>	
3) Teacher establishes positive environment: motivational techniques in place, behavior management plan evident, non-threatening environment where students demonstrate respect for self and others.	10, 11, 12, 13, 15, 16
4) Teacher establishes safe/ organized environment: manages time, manages materials/equipment, routines established.	14, 15, 16, 17, 18, 19, 20
<b>Assessment / Evaluation</b>	
5) Teacher uses a variety of formal or informal assessments to check for understanding.	22, 23, 24
6) Teacher provides feedback (data) to students.	25
<b>Student Instructional Engagement</b>	
7) Teacher communicates high expectations for learning, while promoting critical, creative, and evaluative thinking.	30, 35,
8) Students are engaged in work that is meaningful and relevant.	38
<b>Technology</b>	
9) Teacher uses or facilitates access to technology, or subject area appropriate tools, in student instruction, promoting an atmosphere of active learning.	42, 43, 45