

TEACH 8: MAXIMIZE INSTRUCTIONAL TIME

	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Routines, Procedures, & Transitions	Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.	Routines, procedures, and transitions require significant teacher prompting and direction; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions.	Routines and procedures are not evident or are generally ineffective ; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.
Student Idleness	Students always have something meaningful* to do. Lesson pacing also is student-directed or individualized, when appropriate.	Students always have something meaningful* to do.	There are brief periods of time when students have nothing meaningful* to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students have nothing meaningful* to do.
Lesson Pacing	The teacher spends an appropriate amount of time on each part of the lesson.	The teacher spends an appropriate amount of time on each part of the lesson.	The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.
Student Behavior	Inappropriate or off-task student behavior never interrupts or delays the lesson, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson.	Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

*For the vast majority of lessons, meaningful should be interpreted as aligned with appropriate academic standards. For example, providing students with word searches or with extended periods of time to copy notes or cut out words or shapes in preparation for an activity should not be considered meaningful work.