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# Facilitator Guide

For Blended Professional Development

Charlotte Danielson's Framework for Teaching

**Powerful Online Programs by Educational Impact:**



## Your Guide to Blended Professional Development

One of the most effective ways to provide professional development is through a blended model that combines online learning with facilitated workshops. Create an efficient, consistent and cost effective PD plan.

Although EI's online Danielson Series can stand alone without facilitated workshops, we have created a set of **optional** lessons that can be used to extend the learning and create collaboration and discussion opportunities. This Facilitator Guide includes online learning before, during and after a facilitated session. It was designed to assist with the implementation of the Danielson Framework for Teaching (FfT) at the school level. These comprehensive lessons incorporate powerful online programs by Educational Impact (EI) that feature Charlotte Danielson in a pivotal role, video of classroom footage and interactive learning activities.

- Lesson 1: Framework Components
- Lesson 2: Evidence and Levels
- Lesson 3: Conferences and Goals

Who are the facilitators?

- These workshops should be led by those responsible for training principals and teachers in the Framework for Teaching (FfT). Facilitators could be PD coordinators, lead teachers, principals, consultants, etc. They must be familiar with the EI Danielson Series and the FfT components.
- It is important that facilitators use the lessons flexibly and choose the activities and assignments that will meet the needs of the group.
- Workshops can take place in professional learning communities (PLC's) and/or during professional development days.

Who are the learners?

- Workshop participants are educators who are new to the Framework for Teaching.
- All participants must have his/her own username/password for the online Danielson Series by Educational Impact.

# FfT Introductory Workshops



**Audience:** Learners who are new to the Framework for Teaching (FfT) and the online Danielson Series by Educational Impact.

\*\* All learners must have their own ID and Password to access Educational Impact's online programs.

Learner Notes for each lesson are available in an electronic interactive PDF file. This allows for two options

- **Print:** Make enough copies of each lesson so every participant has a paper copy
- **Paperless:** Email each lesson to the participants in advance. Allow them to bring laptops and do the work within the document.

Overview: FfT Introductory Workshops consist of 3 lessons that incorporate the online Danielson Series and whole group facilitated workshops. Lessons incorporate the following elements:

- **Pre-Requisite Assignments:** Each lesson starts with Pre-Requisite Assignments that consist of online learning, required viewing, online assessments and written responses. These are used to ensure all learners have the same common knowledge prior to a facilitated workshop. These extension activities are listed at the start of each lesson.
- **Review:** Each lesson starts with a review of the Pre-Requisite assignments. True/False questions are used to gauge the level of understanding of the group and determine how many of the suggested activities they should incorporate to supplement and extend the learning.
- **Active learning:** Several group and partner activities are suggested to ensure learners are collaborating and applying the concepts. Facilitators do not have to do them all! Learners can use the corresponding teacher's guide to record reflections, written responses and ongoing questions.
- **SuperClips:** Various clips from EI's online Danielson programs have been selected for facilitators to play during whole group discussions. These clips shall be used as a springboard to further discussion and application. It is necessary to have access to the internet and EI Academy to access these clips

## Scope and Sequence

## Suggested Timeline

	Pre-Requisite	Workshop	Total
Lesson 1	<u>Charlotte Danielson's Teaching Framework</u> - View Module 1 1 hr <u>22 Components of Great Teaching</u> - View Module 1-5 4 hrs - Pass all Assessments 1 hr <i>Approx. 6 hrs</i>		
Lesson 2	<u>Charlotte Danielson's Teaching Framework</u> - View Module 2-3 3-5 hrs - Pass Assessment at the end 30 min <i>Approx. 5 hrs</i>		
Lesson 3	<u>Teacher Evaluation Using the Danielson Framework</u> - View Module 2, 3, 5, 8 - Pass Assessments <i>Approx. 4 hrs</i>		

## **Facilitator Checklist**

- 1.) Be familiar with the content of El's Danielson Series.
- 2.) Read this guide and take notes. Do you prefer a paper or electronic copy?
- 3.) In advance of each lesson, distribute the Learner's Notes. Print or paperless?
- 4.) Work with principals to help them create a schedule that includes time for online learning. The pre-requisite assignments should not be considered an extra task that needs to be done on personal time.
- 5.) Work with teachers to create a plan for completing online learning. They can work in collaborative learning groups or through independent study.
- 6.) Monitor viewing progress and completion of assessments through El's reports.
- 7.) Motivate participants to complete pre-requisite assignments:
  - Consider a fun reward for completion. Distribute candy/chocolate/pens/etc. at the start of each lesson.
  - Do a draw at the beginning of each lesson. All participants who completed the required viewing, enter their name for the draw. Prizes might include small gift cards for coffee, book stores, etc.
  - Consider dismissing teachers early from PD days in return for doing the work in advance (Be sure to check Viewing Progress reports ahead of time)

# Charlotte Danielson's Framework for Teaching (FFT)

22 Components

## Domain 1: Planning and Preparation

- 1A Demonstrating Knowledge of Content and Pedagogy
- 1B Demonstrating Knowledge of Students
- 1C Setting Instructional Outcomes
- 1D Demonstrating Knowledge of Resources
- 1E Designing Coherent Instruction
- 1F Designing Student Assessments

## Domain 2: The Classroom Environment

- 2A Creating an Environment of Respect and Rapport
- 2B Establishing a Culture for Learning
- 2C Managing Classroom Procedures
- 2D Managing Student Behavior
- 2E Organizing Physical Space

## Domain 4: Professional Responsibilities

- 4A Reflecting on Teaching
- 4B Maintaining Accurate Records
- 4C Communicating with Families
- 4D Participating in a Professional Community
- 4E Growing and Developing Professionally
- 4F Showing Professionalism

## Domain 3: Instruction

- 3A Communicating with Students
- 3B Using Questioning and Discussion Techniques
- 3C Engaging Students in Learning
- 3D Using Assessment in Instruction
- 3E Demonstrating Flexibility and Responsiveness

<p><b>DOMAIN 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>a) Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> <li>○ Content</li> <li>○ Prerequisite relationships</li> <li>○ Content pedagogy</li> </ul> </li> <li>b) Demonstrating Knowledge of Students <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Learning process</li> <li>○ Student skills/knowledge/proficiency</li> <li>○ Interests/cultural heritage</li> <li>○ Special needs</li> </ul> </li> <li>c) Setting Instructional Outcomes <ul style="list-style-type: none"> <li>○ Value/sequence/alignment</li> <li>○ Clarity</li> <li>○ Balance</li> <li>○ Suitability for diverse learners</li> </ul> </li> <li>d) Demonstrating Knowledge of Resources <ul style="list-style-type: none"> <li>○ For classroom</li> <li>○ Extend content knowledge</li> <li>○ For students</li> </ul> </li> <li>e) Designing Coherent Instruction <ul style="list-style-type: none"> <li>○ Learning activities</li> <li>○ Instructional materials/resources</li> <li>○ Instructional groups</li> <li>○ Lesson and unit structure</li> </ul> </li> <li>f) Designing Student Assessments <ul style="list-style-type: none"> <li>○ Congruence with outcomes</li> <li>○ Criteria/standards</li> <li>○ Formative assessments</li> <li>○ Use for planning</li> </ul> </li> </ul>	<p><b>DOMAIN 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>a) Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> <li>○ Teacher interaction with students</li> <li>○ Student interaction with students</li> </ul> </li> <li>b) Establishing a Culture for Learning <ul style="list-style-type: none"> <li>○ Importance of content</li> <li>○ Expectations for learning/behavior</li> <li>○ Student pride in work</li> </ul> </li> <li>c) Managing Classroom Procedures <ul style="list-style-type: none"> <li>○ Instructional groups</li> <li>○ Transitions</li> <li>○ Materials/supplies</li> <li>○ Non-instructional duties</li> <li>○ Supervision of volunteers/paraprofessionals</li> </ul> </li> <li>d) Managing Student Behavior <ul style="list-style-type: none"> <li>○ Expectations</li> <li>○ Monitoring behavior</li> <li>○ Response to misbehavior</li> </ul> </li> <li>e) Organizing Physical Space <ul style="list-style-type: none"> <li>○ Safety/accessibility</li> <li>○ Arrangement of furniture/resources</li> </ul> </li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>a) Reflecting on Teaching <ul style="list-style-type: none"> <li>○ Accuracy</li> <li>○ Use in future teaching</li> </ul> </li> <li>b) Maintaining Accurate Records <ul style="list-style-type: none"> <li>○ Student completion of assignments</li> <li>○ Student progress in learning</li> <li>○ Non-instructional records</li> </ul> </li> <li>c) Communicating with Families <ul style="list-style-type: none"> <li>○ Information about instructional program</li> <li>○ Information about individual students</li> <li>○ Engagement of families in instructional program</li> </ul> </li> <li>d) Participating in a Professional Community <ul style="list-style-type: none"> <li>○ Relationships with colleagues</li> <li>○ Involvement in culture of professional inquiry</li> <li>○ Service to school</li> <li>○ Participation in school/district projects</li> </ul> </li> <li>e) Growing and Developing Professionally <ul style="list-style-type: none"> <li>○ Enhancement of content knowledge/pedagogical skill</li> <li>○ Service to the profession</li> </ul> </li> <li>f) Showing Professionalism <ul style="list-style-type: none"> <li>○ Integrity/ethical conduct</li> <li>○ Service to students</li> <li>○ Advocacy</li> <li>○ Decision-making</li> <li>○ Compliance with school/district regulations</li> </ul> </li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <ul style="list-style-type: none"> <li>a) Communicating With Students <ul style="list-style-type: none"> <li>○ Expectations for learning</li> <li>○ Directions/procedures</li> <li>○ Explanations of content</li> <li>○ Use of oral/written language</li> </ul> </li> <li>b) Using Questioning and Discussion Techniques <ul style="list-style-type: none"> <li>○ Quality of questions</li> <li>○ Discussion techniques</li> <li>○ Student participation</li> </ul> </li> <li>c) Engaging Students in Learning <ul style="list-style-type: none"> <li>○ Activities/assignments</li> <li>○ Student groups</li> <li>○ Instructional materials/resources</li> <li>○ Structure/pacing</li> </ul> </li> <li>d) Using Assessment in Instruction <ul style="list-style-type: none"> <li>○ Assessment criteria</li> <li>○ Monitoring of student learning</li> <li>○ Feedback to students</li> <li>○ Student self-assessment/monitoring</li> </ul> </li> <li>e) Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> <li>○ Lesson adjustment</li> <li>○ Response to students</li> <li>○ Persistence</li> </ul> </li> </ul>

## Lesson 1 Pre-Requisites

## Online Learning

Get ready for Lesson 1! Activities can be completed independently (self directed) or in small groups (collaborative). If completing work in groups, viewing time and progress is tied to individual user ID's. If administrators are monitoring usage, it is important that each participant's computer is engaged during group work

**Plan:** How will you complete the pre-requisite online learning? Will you work independently or in study groups? When? Create a brief plan that will allow you to work in a style and pace that works best for you.

**View:** Module 1: Charlotte Danielson's Teaching Framework. This is a great introduction to Charlotte Danielson as she speaks to an audience of educators.

Viewing Time: Approximately 1 hour



**View:** Modules 1-5: 22 Components of Great Teaching. In this comprehensive overview of the Danielson Framework for Teaching, Charlotte discusses each domain and component. Test your understanding of each domain by completing the multiple choice assessment at the end of each module.

Viewing Time: Approximately 5 hours





a) **Reflect:** Why is the Framework for Teaching good for teachers? What do you like about it?

b) **Consider:** In your opinion/experience, is one component more important than the others?

c) **Quote:** Identify a quote from Charlotte that was helpful in explaining some aspect of the Framework. Please note the location of the clip and record the quote below. Plan to share it at the next workshop.

El Program Title:

Module:      Clip #:

Quote:

# Lesson 1: Introduction



## Whole Group Session

**Objective:** To enhance understanding of the 22 components in the Framework for Teaching with a focus on student engagement

1. **Review:** What is the Danielson Framework for Teaching? Why is it good for teaching?

The Fft defines good teaching. To grow as professionals we need to agree on the components. The rubric clearly defines what it takes achieve Distinguished Level of Performance. Feedback is specific. Teachers are involved in the thinking, reflections and goal setting.

2. Share: Which quotes from 22 Components of Great Teaching were helpful in explaining the Fft?

3. True or False?

- a) T/F Each domain in the Framework for Teaching consists of 5 components (False)
- b) T/F Student assessment is a critical component of Domain 1 and Domain 3 (True)
- c) T/F Domain 3 consists of the behind the scenes work of teachers (False)
- d) T/F The heart of the Fft is component 3C – Engaging Students (True)
- e) T/F A Framework for Teaching helps to improve instruction by defining good teaching (True)
- f) T/F A teacher's reflection is addressed in Domain 1: Planning and Preparation (False)
- g) T/F Charlotte Danielson would agree that teaching is a simple activity easily defined (False)
- h) T/F Framework components stand alone and should not be considered in relation to each other (False)

#### 4. Do you know the components?

##### Card Sorting Game

Set Up: Create 5-8 sets of colored scenario cards (located in the Appendix) and give each group a set of cards.

Step 1: Organize the cards into 4 piles. What do the piles represent?

*(Domain 1 - Yellow, Domain 2 - Blue, Domain 3 - Pink, Domain 4 - Green)*

Step 2: Read each scenario and determine which component is illustrated. Put them in order 1A – 4F

Step 3: Distribute the answer key and check your work. \* for examples that can be applied to >1 component

<b>Domain 1 Examples</b>	1A: 8, 12 1B: 9*, 6 1C: 1, 11 1D: 4, 7 1E: 3, 5, 9* 1F: 2, 10	<b>Domain 2 Examples</b>	2A: 3, 7, 12 2B: 8 2C: 2, 5, 6, 11 2D: 4, 10 2E: 1, 9
<b>Domain 4 Examples</b>	4A: 4, 7 4B: 3, 5 4C: 6, 10 4D: 2, 8 4E: 9, 11 4F: 1, 12	<b>Domain 3 Examples</b>	3A: 5*, 7 3B: 1*, 9 3C: 1*, 3, 6 3D: 2, 5, 8, 12 3E: 4, 11

5. As a group, discuss background knowledge and expectations with regards to the Framework for Teaching. Chart the “W” s to determine what the group still needs to know.

**K – W - L**

What I Know

What I Want to Know

What I Learned

A large, empty rectangular box with a thin blue border, intended for writing or drawing under the 'What I Know' header.A large, empty rectangular box with a thin blue border, intended for writing or drawing under the 'What I Want to Know' header.A large, empty rectangular box with a thin blue border, intended for writing or drawing under the 'What I Learned' header.

6. A focus on student engagement

- True or False? Charlotte Danielson says that “Component 3C is at the heart of the FfT.

True: Student engagement and academic rigor are critical to good teaching and student learning.

- Brainstorm: What do you think student engagement look like in the classroom, with regards to the activity, the students and the teacher? If you were to walk into a classroom, what would you see and hear there that would be evidence of engagement?

The Activity

The Students

The Teacher

- Compare: How do your ideas compare to the “critical attributes” listed in the Framework for Teaching rubric for component 3C – Engaging Students? Notice the level of student involvement required for Distinguished practice.

Let's hear directly from Charlotte as she discusses the importance of student engagement.

🍏 Play Module 3A #5 from the program “22 Components of Great Teaching”



## Charlotte Danielson's Framework for Teaching

## Rubric with Critical Attributes Component 3C – Engaging Students

“Student engagement consists of several distinct though related elements; activities and assignments, grouping of students, instructional materials and resources and structure and pacing.”

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>• Learning tasks require only recall or have a single correct response or method</li> <li>• The materials used ask students only to perform rote tasks</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students</li> <li>• The materials used clash with the students' cultures</li> <li>• The lesson drags or feels rushed</li> <li>• Few students are engaged in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Learning tasks are a mix of those requiring thinking and recall</li> <li>• Students have no choice in how they complete tasks</li> <li>• The instructional groups partially serve the instructional purpose</li> <li>• Some students complain about their group assignment</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking</li> <li>• There is a discernable beginning, middle and end to the lesson</li> <li>• Parts of the lesson have a suitable pace; other parts drag or feel rushed</li> <li>• Some students are engaged in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Most learning tasks demand higher order thinking</li> <li>• Students have choice in how they complete tasks</li> <li>• Learning tasks have multiple correct responses or approaches</li> <li>• There is a productive mix of different types of groupings, suitable to the lesson objectives</li> <li>• Teacher can explain how group assignments are made; learning need, interests, friendship</li> <li>• Materials and resources support the learning goals</li> <li>• Materials and resources respect the students' cultures</li> <li>• There is a clear beginning, middle and end to the lesson</li> </ul>	<p>In addition to the characteristics of “proficient”</p> <ul style="list-style-type: none"> <li>• Students modify a learning task to make it more meaningful or relevant to their needs</li> <li>• Students suggest modifications to the grouping patterns used</li> <li>• Students provide feedback to their classmates on the success of group work</li> <li>• Students suggest modifications or additions to the materials being used</li> <li>• Students identify or create their own learning materials</li> <li>• Students summarize the learning from the lesson</li> <li>• Students have an opportunity for reflection and closure on the lesson</li> <li>• All students are highly engaged in the lesson</li> </ul>

## 7. Super Clips



As a group, we will watch a clip of a teacher in action. Record things you see and hear that might be evidence of performance in component 3C: Student Engagement. Are the students engaged? How do you know?

Be sure to gather “evidence” and not opinions or judgments. Stick to the facts.

a) What is not good evidence?

🍏 Play Module 1B #3 from the program Teacher Evaluation Using the Danielson Framework

b) Watch a 4<sup>th</sup> grade science lesson.

🍏 Play Module 3A Clip #11 from the program Charlotte Danielson's Teaching Framework

Evidence of 3C: Student Engagement

c) Record evidence of other components.

Evidence:

Components:

d) Continue practicing gathering evidence and identifying components by watching additional classroom footage. There are over 100 clips of classrooms in the program, Charlotte Danielson's Teaching Framework. Group analysis and discussion will enhance understanding and develop "inter-rater reliability."



<p>Module:                      Clip:</p> <p>Evidence:</p>	<p>Components</p>
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<p>Module:                      Clip:</p> <p>Evidence:</p>	<p>Components</p>
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**8. Reflect:** *Teachers - Think about the last lesson you taught. Principals - Think about the last lesson you observed.*

Grade:

Topic:

Summary of Lesson:

Based on the indicators of 3C, record evidence of things that were said and done that showed student engagement.

Based on the evidence, what level of performance would you assign to the teaching for Component 3C: Engaging Students? Justify your response.

*Reflect: Teachers - If you could do this lesson again, would you do anything differently?*

*Principals - If you could conference about this lesson again, what questions would you ask the teacher?*

## Additional Learning Activities

a) Jeopardy - Divide into teams or partners to play this fun online game

<http://www.superteachertools.com/jeopardy/usergames/Jun201125/game1308856901.php>

b) Mix and Match - Cut the Domains and Components to create 26 cards. Give each group a complete set of cards. Mix them up and put them all face down on the table. 1-2-3 Go....Groups work together to re-assemble the framework

Domain 1	Domain 2	Domain 3	Domain 4
Demonstrating Knowledge of Content and Pedagogy	Creating an Environment of Respect and Rapport	Communicating with Students	Reflecting on Teaching
Demonstrating Knowledge of Students	Establishing a Culture for Learning	Using Questioning and Discussion Techniques	Maintaining Accurate Records
Setting Instructional Outcomes	Managing Classroom Procedures	Engaging Students in Learning	Communicating with Families
Demonstrating Knowledge of Resources	Managing Student Behavior	Using Assessment in Instruction	Participating in a Professional Community
Designing Coherent Instruction	Organizing Physical Space	Demonstrating Flexibility and Responsiveness	Growing and Developing Professionally
Designing Student Assessments			Showing Professionalism

### c) Four Corners

- Working clockwise, name each corner in the room as one domain.  
**IE:** Back left corner = Domain 1      Back right corner = Domain 2      Front right corner = Domain 3      Front left corner = Domain 4
- Ask participants to stand up and work with a partner. It would be a good idea to allow them to refer to their notes and framework components.
- Read out one classroom example. Ask: “What domain is being illustrated here? Is it....
  - Domain 1: Planning and Preparation?
  - Domain 2: Classroom Environment?
  - Domain 3: Instruction?
  - Domain 4: Professional Responsibilities?
- Participants should discuss with their partner and then quickly move to the corresponding corner.
- Once each team has decided on a corner, ask the group to justify their move. Some classroom examples will fit into more than one category.
- As an extra challenge, ask group to identify specific components. Encourage discussion where there is overlap. Debate is good!

## Four Corners

### Classroom Examples

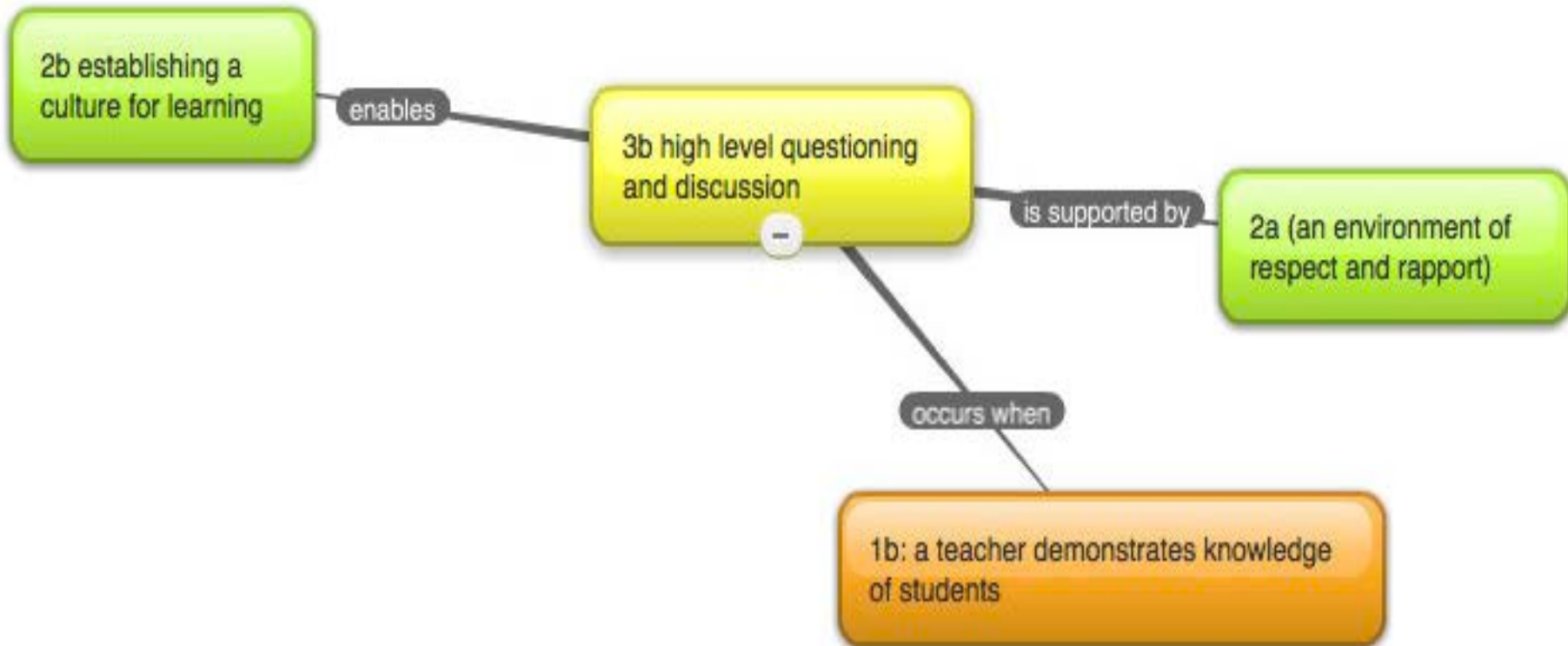
- A)  Mr. A stands by the classroom door, greeting the students as they enter the classroom, conversing with them each briefly.
- B)  To teach the concept of democracy in her 4<sup>th</sup> grade classroom, Mrs B asks students to brainstorm ideas for how their classroom should be run.
- C)  Two students seem to be involved in reading some outside material. Mr. C continues with monitoring students as they work, but circulates towards the two. Upon reaching them, he quietly asks for the magazine, points to the task they should be doing and moves on to the next student.
- D)  When talking with colleagues after a lesson, Mr. D states that in subsequent lessons he would create more groups, assigning fewer students to each group. With six students in each group, they lost a lot of time when getting started on the task.
- E)  Ms. E will give a unit test next week.
- F)  Over the course of several days in his science class, Mr. F asks his fourth-grade students to create circuits using batteries and bulbs and a number of familiar objects to determine which ones conduct electricity.
- G)  For a lesson on problem solving, Ms.G plans to have students determine whether the answer to a problem is the only answer, and whether there is more than one method of finding the answer.
- H)  Ms. H suggests that before she teaches this lesson again, she will revise the worksheet, which the students found confusing.

\*\*\* more than one answer may apply...

- A) Mr. A stands by the classroom door, greeting the students as they enter the classroom, conversing with them each briefly.  
Domain 2 A) Creating an environment of respect and rapport – teacher interaction with students
- B) To teach the concept of democracy in her 4<sup>th</sup> grade classroom, Mrs B asks students to brainstorm ideas for how their classroom should be run.  
Domain 2 B) Establishing a culture for learning – Expectations for learning/behavior
- C) Two students seem to be involved in reading some outside material. Mr. C continues with monitoring students as they work, but circulates towards the two. Upon reaching them, he quietly asks for the magazine, points to the task they should be doing and moves on to the next student.  
Domain 2 D) Managing student behavior – monitoring behavior
- D) When talking with colleagues after a lesson, Mr. D states that in subsequent lessons he would create more groups, assigning fewer students to each group. With six students in each group, they lost a lot of time when getting started on the task.  
Domain 4 A) Reflecting on Teaching – use in future teaching or D) Participating in a professional learning community  
Domain 2 C) Managing classroom procedures - Instructional groups, transitions
- E) Ms. E will give a unit test next week.  
Domain 1 F) Designing student assessments – (next week is in the future so part of planning)
- F) Over the course of several days in his science class, Mr. F asks his fourth-grade students to create circuits using batteries and bulbs and a number of familiar objects to determine which ones conduct electricity.  
Domain 3 C) Engaging students in learning  
Domain 1 D) Knowledge of resources – extend content knowledge E) Designing coherent instruction
- G) For a lesson on problem solving, Ms.G plans to have students determine whether the answer to a problem is the only answer, and whether there is more than one method of finding the answer.  
Domain 1 C) Setting instructional outcomes E) Designing coherent instruction  
Domain 3 C) Engaging students in learning
- H) Ms. H suggests that before she teaches this lesson again, she will revise the worksheet, which the students found confusing.  
Domain 1 E) Designing coherent instruction  
Domain 4 A) Reflecting on teaching

d) Concept Map

In groups, use chart paper and markers to show how components overlap and impact each other. Assign each group one component in Domain 2 or Domain 3. The linking words are important!



e) Themes There are 7 themes that pervade the FfT and overlap into several components.

🍏 Play Module 1B Clip #7 from the program, "Charlotte Danielson's Teaching Framework".



Review what Charlotte says about themes and why they aren't listed as separate components.

Step 1: Create 7 groups – 1 per theme.

Group 1: Equity

Group 2: Cultural Competence

Group 3: High Expectations

Group 4: Developmental Appropriateness

Group 5: Attention to Individual Students

Group 6: Appropriate Use of Technology

Group 7: Student Assumption of Responsibility

Step 2: Distribute chart paper and markers. Ask each group to create a concept map/web to show which components are an integral part of the theme.



Step 3: Ask the group to decide the importance of their theme relative to the others. Once a consensus is reached, put a number at the top of the page from 1-7 (1 being most important).

Step 4: Nominate one person from the group to come to the front of the room to defend their position. Stand in the order of importance and justify your decision to the rest of the groups. Debate is good!



Notes

Reflections

Questions

A large, empty rectangular box with a blue border, intended for writing notes, reflections, or questions.



## Lesson 2 Pre-Requisites

## Online Learning

Get ready for Lesson 2! Activities can be completed independently (self directed) or in small groups (collaborative). If completing work in groups, viewing time and progress is tied to individual user ID's. If administrators are monitoring usage, it is important that each participant's computer is engaged during group work

- **View:** Watch clips of teachers in action and listen to Charlotte Danielson's analysis of several components of Domains 2 and 3.



- ✓ Watch Module 2 and 3      Completion Time: Approximately 5 hours
- ✓ Pass the multiple choice assessment at the end of the program

- **Analyze:** You have been assigned the task of selecting your school's "Teacher of the Year" award. Whoever you select will serve as the model teacher for all of your future teachers in your school district. Based solely on the video of each teacher, who would you select? Who was most impressive? From your perspective, what teaching strategy did they exhibit that made them the winner?" Make some brief notes to support your selection and identify the location of the clip (Module and Clip #)

- **Apply:** Complete an assessment of a lesson you taught or observed recently. Refer to the Framework Rubric with Critical Attributes. *(located in the Appendix)* Use a pencil and underline applicable attributes in each component.
- **Reflect:** Which components should be a focus for this year?

# Lesson 2: Levels of Performance



## Whole Group Session

**Objective:** To examine evidence and levels of performance

**1. Review:** Discuss tasks from Pre-Requisite Learning.

- True or False?

\_\_\_ T/F The FfT is written with levels of performance, or rubrics, which represent a continuum of practice through which all teachers progress. **(False)**

\_\_\_ T/F The FfT is applicable to all teachers at all levels and subjects. **(True)**

- Self Assessment – share experiences using the rubric. Any questions/concerns?
- Based on the clips viewed in the program, "Charlotte Danielson's Teaching Framework";
  - a) Who should win the Teacher of the Year award? Discuss with your group and select one teacher as the winner.
  - b) Did you have any bias that impacted your opinion about any of the teaching you observed?
  - c) Which clips were good demonstrations of Component 2D: Managing Student Behavior?

**3. Super Clips:** Group analysis of classroom examples

🍏 As a group, watch the following clip from the program “Charlotte Danielson’s Teaching Framework” and comment on the following areas:

Module   3B        Clip #   1        Clip Title: Small Group Fiction/Non Fiction      #Min:   3:50  

Group 1: Gather evidence for component 3C: Engaging Students

Group 2: Gather evidence of component 2D: Managing Student Behavior

Group 3: Gather evidence of any other component

All: Overall impression – Would you nominate this teacher for “Teacher of the Year”?

Listen to Charlotte’s analysis in Clip #2. Did you note the same components?

**4. Brainstorm:** What are some “critical attributes” of good classroom management?

*Elicit responses from the group and compare ideas with the FFT rubric. Note similarities and differences.*

The Classroom	The Teacher	The Students

**5. Compare and Contrast:** Examine the FFT Rubric with Attributes for Component 2D: Managing Student Behavior

What does it take to be distinguished in Component 2D?

*Discuss the importance of student assumption of responsibility...a central theme.*

# Charlotte Danielson's Framework for Teaching

Rubric with Attributes

## Component 2D: Managing Student Behavior

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> <li>• The classroom environment is chaotic with no apparent standards of conduct</li> <li>• The teacher does not monitor student behavior</li> <li>• Some students violate classroom rules without apparent teacher awareness</li> <li>• When the teacher notices student misbehavior, she appears helpless to do anything about it</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to maintain order in the classroom but with uneven success</li> <li>• Classroom rules are posted, but neither teacher nor students refer to them</li> <li>• Teacher attempts to keep track of student behavior but with no apparent system</li> <li>• The teachers' response to student misbehavior is inconsistent, sometimes very harsh, other times lenient</li> </ul>	<ul style="list-style-type: none"> <li>• Students can describe the standards of conduct</li> <li>• The teacher reviews the standards of conduct and emphasizes a "rule of the day"</li> <li>• Upon non-verbal signal from the teacher, students correct their behavior</li> <li>• Teacher continually monitors student behavior</li> <li>• Upon a non verbal signal from the teacher, students correct their behavior</li> <li>• Teacher speaks to students privately about infringements against standards of conduct</li> </ul>	<p>In addition to the characteristics of "proficient",</p> <ul style="list-style-type: none"> <li>• Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities</li> <li>• Teacher moves to every section of the classroom, keeping a close eye on student behavior</li> <li>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct</li> </ul>

**6. Group Work:** Give each group one component to discuss. Each person in the group is responsible for one level of performance. *Think about a classroom scenario for this component. Generate your own classroom examples of what the teacher and students might say and do that would be evidence of each level of performance.*

Component:

<b>Level of Performance</b>	<b>Classroom Example</b>
Unsatisfactory Definition:	
Basic Definition:	
Proficient Definition:	
Distinguished Definition	

7. **Debrief:** What differentiates good teaching at each level? Refer to the critical attributes rubric and highlight key words that make a difference between one level and the next.

a) What key words / ideas are typical of Distinguished practice?

b) What key words/ideas are typical of Unsatisfactory practice

c) Determining the difference between basic and proficient is the most difficult. What key words / ideas help with the basic/proficient distinction?

d) What does Charlotte say? How does she describe the differences between each level of performance?

🍏 **Watch Module 3A** from the program Teacher Evaluation Using the Danielson Framework



## 8. Superclips

Let's take a look at a new teacher in action.

As a group, watch Ms. Hatch's math lesson.



### a) 🍏 Play Module 2C

Clip #2 Classroom lesson

Clip #3: Danielson Evidence Gathering

*Notice how the observers gather evidence first and THEN decide the component. No levels of performance yet.*

b) Your turn: While watching the next segment of Ms Hatch's lesson, refer to the Observation Notes as evidence. Gather additional evidence as you watch or highlight evidence that is important.

🍏 Play Module 2C Clip #4 (8 minutes)

c) Discuss the evidence with your group. Was anything missing? What do you need to know more about? Classify the evidence into corresponding components.

d) What did the Danielson Group say about this section of the lesson? Do you agree/disagree?

🍏 Play Module 2C Clip #5 (6 minutes)



Time	Observations	Component
5:07	T – ok what are we doing today guys – students read the goals in union – what kind of units? Ss- repeat – also repeat activities. T – good job. Thank you	
5:40	T – Why do we need to know abbreviations – why is it imp?	
5:53	S – write down abbrev. As teacher reads abbrev off the board	
6:27	T – this one is the funny one. A pound is lb. T – continues to read off the board Ss copy off the board	
7:11	T – what do we think in this room weighs about an oz. Calls on each student in the group to give an answer	
8:12	T – What might we weigh with lbs in our classroom? Each S given opp to look around the room. T- do you think it weighs a few lbs or a lot?  S – a ruler. Do you think a ruler is weighed in lbs or oz?	
9:11	T writes examples given orally on board for oz and the lbs	
10:15	T – Can we think of something out of the c/r that would weigh a ton – 2000 lbs. Cars don't usually weight that muc but big trucks do	
10:31	T – Are we going to weigh how much Mauricio weighs in tons? S – No.  T - Are we going to measure hoe much Cailtin weighs in oz? S - No	
11:20	Want to start with a loaf of bread – Mauricio – ounces-what do you think – what do you think-student comes up and tries it	
12:00	What do you think you would weigh a CD with-student comes to whiteboard and moves	

## 9. Group Work

- a) Based on the evidence collected from Ms Hatch's classroom, highlight the "critical attributes" for each component and determine the levels of performance for Domains 2 and 3.
- b) Compare your findings with the Danielson Group. Were we right??

🍏 **Watch Module 3B Clip #3-5 (18 minutes)**



### Extensions

Additional optional handouts are provided in the online program

- The actual completed rubric for Ms Hatch is provided. It shows the evidence and levels of performance. In module 3, click on Activities section. Open the PDF document "Assignment: Hatch Interpretation"
- You may also want to peruse the student work samples from her classroom. In module 2, click on Activities. Then open the PDF document "Ms S Hatch – Student Work Examples"

### Inter Rater Reliability

If you need additional practice in gathering evidence, determining components and levels of performance, please see our Calibration Tool. It consists of videos of classroom teachers and an online tool that allows you to input your evidence and compare your findings with experts in the Danielson Framework for Teaching. More details are available in the Appendix.

**9a - Evidence**

**Ms. Hatch’s Evidence and Interpretation Form: Domains 2 and 3**

**Teacher:** Hatch **Grade:** \_\_\_\_\_ **Topic:** Measurement

**Domain 2: The Classroom Environment**

Component	2a: Creating an Environment of Respect and Rapport			
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Teacher interactions with students</li> <li>• Student interactions with other students</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Respectful talk and turn taking</i></li> <li>• <i>Attention to students’ background and lives outside of the classroom</i></li> <li>• <i>Teacher and student body language</i></li> <li>• <i>Physical proximity</i></li> <li>• <i>Warmth and caring</i></li> <li>• <i>Politeness and dignity</i></li> <li>• <i>Encouragement</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, or developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, or developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p>	<p>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ ages, cultures and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among classmates.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student slumps in his/her chair following a comment by the teacher.</li> <li>• Students roll their eyes at a classmate's idea.</li> <li>• Many students talk when the teacher and other students are talking.</li> <li>• Some students refuse to work with other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher, but tend to not listen when other students are talking.</li> <li>• A few students do not engage with others in the classroom, even when put together in small groups.</li> <li>• Student pulls away from the teacher's attempt to connect.</li> <li>• Students applaud half-heartedly following a classmate's presentation to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher greets students by name as they enter the class.</li> <li>• The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</li> <li>• Students attend to what the teacher is saying.</li> <li>• Students wait for classmates to finish speaking before beginning to talk.</li> <li>• Students applaud politely following a classmate's presentation to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inquires about a student's soccer game last weekend.</li> <li>• Students say "Shhh" to classmates while the teacher is speaking.</li> <li>• Students clap enthusiastically for one another's presentations for a job well done.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• S gives answer that is correct T thought it was wrong-looked again and said "actually that is correct-you are right - thank you"</li> <li>• When T thinks that s answer is incorrect, she accepts it "OK" and is about to gently correct the student, but then notices that the student was correct...</li> <li>• Smiles, and jokes a little with Sydney over the question of whether you would use a quart of nuts to make a candy bar.</li> <li>• During small group work, pleasant tone – smiles, etc</li> </ul> <p><b>Evidence Summary:</b> There is a pleasant tone in the classroom; teacher smiles frequently, and calls on students by name.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Teacher uses disrespectful talk towards students.</li> <li>• Student body language indicates feelings of hurt or insecurity.</li> <li>• Teacher does not address disrespectful interactions among students.</li> <li>• Teacher displays no familiarity with or caring about individual students' interests or personalities.</li> <li>• Students use disrespectful talk towards one another with no response from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>• Teacher attempts to respond to disrespectful behavior, with uneven results.</li> <li>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• Teacher makes connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> <li>• During the lesson, the teacher offers encouragement to students as they struggle with complex learning.</li> <li>• The teacher's response to a student's incorrect response respects the student's dignity.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>• When necessary, students correct one another in their conduct towards classmates.</li> </ul>

Component	<b>2b: Establishing a Culture for Learning</b>			
<p><i>2b: Establishing a culture for learning</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both student and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Engagement in pursuits of academic value</i></li> <li>• <i>Expectations are set and supported through both verbal and nonverbal behaviors</i></li> <li>• <i>Quality is expected and recognized</i></li> <li>• <i>Effort and persistence are expected and recognized</i></li> <li>• <i>Confidence in ability as evidenced by teacher and students language and behaviors</i></li> </ul>			
<p><i>2b: Establishing a culture for learning</i></p>	<p><b>Unsatisfactory</b></p>	<p><b>Basic</b></p>	<p><b>Proficient</b></p>	<p><b>Distinguished</b></p>
	<p>The classroom culture is characterized by a lack of teacher or student commitment to the learning, and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.</p>	<p>The classroom culture is characterized by little commitment to the learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities and assignments convey high expectations for most students.</p>	<p>The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail and/or helping peers.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• The teacher tells students that they're doing a lesson because it's on the test; in the book, or the directive came from "downtown," etc.</li> <li>• Teacher says to a student: "Why don't you try this easier problem?"</li> <li>• Students turn in sloppy or incomplete work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher says: "Let's get through this."</li> <li>• Teacher says: "I think most of you will be able to do this."</li> <li>• Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</li> <li>• Teacher says: "This idea is really important! It's central to our understanding of history."</li> <li>• Teacher says: "Let's work on this together: it's hard, but everyone will be able to do it well."</li> <li>• Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: "It's really fun to find the patterns for factoring polynomials."</li> <li>• Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</li> <li>• Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• T says that the problem of the day is tricky; gives some suggestions as to how to approach it.</li> </ul> <p><b>Evidence Summary:</b> Class is business like but not exciting.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Teacher trivializes the learning goals and assignments.</li> <li>• Students exhibit little or no pride in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."</li> <li>• The teacher conveys high expectations for some students.</li> <li>• Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an "easy path."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of the work, and expectations that all students can be successful in it.</li> <li>• Student work and conduct during a lesson indicate commitment to high quality.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• The teacher emphasizes the role of hard work in student learning.</li> <li>• Teacher expects student effort and recognizes it.</li> <li>• Students put forth good effort to complete work of high quality.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>

<b>Component</b>	<b>2c: Managing Classroom Procedures</b>			
<p><i>2c: Managing classroom procedures</i></p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Smooth functioning of all routines</i></li> <li>• <i>Little of no loss of instructional time</i></li> <li>• <i>Students playing an important role in carrying out the routines</i></li> <li>• <i>Students know what to do, where to move</i></li> <li>• <i>Volunteers and paraprofessionals, if present, work productively and independently</i></li> </ul>			
<p><i>2c Managing classroom procedures</i></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p> <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. Students do not appear to know or follow established routines. Volunteers and paraprofessionals have no clear roles.</p>	<p style="text-align: center;"><b>Basic</b></p> <p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines. With guidance, volunteers and paraprofessionals are able to make a contribution.</p>	<p style="text-align: center;"><b>Proficient</b></p> <p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is efficient. With minimal guidance and prompting, students follow established classroom routines. Volunteers and paraprofessionals have clearly defined roles.</p>	<p style="text-align: center;"><b>Distinguished</b></p> <p>Instructional time is maximized due to seamless classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students. Volunteers and paraprofessionals work independently of the teacher and take initiative.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</li> <li>• There are long lines for materials and supplies.</li> <li>• Students bump into one another lining up or sharpening pencils.</li> <li>• Roll-taking consumes much time at the beginning of the lesson.</li> <li>• Volunteers and paraprofessionals are idle for large segments of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students not working with the teacher are not productively engaged in learning.</li> <li>• The lunch count consumes more time than it would need if the procedure were more routinized.</li> <li>• Transitions between large and small group activities are rough but they are accomplished.</li> <li>• The teacher redirects a paraprofessional or volunteer during a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students get started on an activity while the teacher takes attendance.</li> <li>• Students move smoothly between large and small group activities.</li> <li>• The teacher has an established timing device, such as counting down, to signal students to return to their desks.</li> <li>• Teacher has an established attention signal, such as raising a hand, or dimming the lights.</li> <li>• One member of each small group collects materials for the table.</li> <li>• There is an established color-coded system indicating where materials should be stored.</li> <li>• In small group work, students have established roles, they listen to one another, summarize g different views, etc</li> <li>• Clean-up at the end of a lesson is fast and efficient,</li> <li>• A volunteer or paraprofessional works with a small group, with no prompting from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</li> <li>• A student reminds classmates of the roles that they are to play within the group.</li> <li>• A student re-directs a classmate to the table s/he should be at following a transition.</li> <li>• Students propose an improved attention signal.</li> <li>• Students independently check themselves into class on the attendance board.</li> <li>• A paraprofessional or volunteer notices that some students are not helping with materials distribution, and prods them to do so.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• When finished giving instructions, T says a word,(kapiche?) the students repeat – seems to be a signal to indicate “ready.”</li> <li>• Students move smoothly to their small groups, even carrying chairs, with no evident bumping.</li> <li>• Counts down from 10 for next group transition.</li> <li>• Students not with the teacher work productively.</li> </ul> <p><b>Evidence Summary:</b> The class runs smoothly, with clear routines</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are disruptive to the class.</li> <li>• Non-instructional duties, such as taking attendance, consume much time.</li> <li>• There are no established procedures for distributing and collecting materials.</li> <li>• Procedures for other activities are confused or chaotic.</li> <li>• Volunteers and paraprofessionals appear confused as to what they are supposed to be doing</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.</li> <li>• Small groups are only partially engaged while not working directly with the teacher.</li> <li>• The teacher actively supervises volunteers and paraprofessionals.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small group work.</li> <li>• Transitions between large and small group activities are smooth.</li> <li>• Teacher has established time-saving procedures for non-instructional activities.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Volunteers and paraprofessionals get on with their tasks with little or no guidance or intervention from the teacher.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>• Students themselves ensure that transitions are accomplished smoothly.</li> <li>• Students take initiative in distributing and collecting materials efficiently</li> <li>• Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</li> </ul>



Component	<b>2d: Managing Student Behavior</b>			
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• <i>Expectations</i></li> <li>• <i>Monitoring of student behavior</i></li> <li>• <i>Response to student misbehavior</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i></li> <li>• <i>Absence of acrimony between teacher and students concerning behavior</i></li> <li>• <i>Teacher awareness of student conduct</i></li> <li>• <i>Preventive action when needed by the teacher</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>2d Managing Student Behavior</i>	No standards of conduct are discernible, and there is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive, or disrespectful of student dignity. Students challenge the standards of conduct.	Standards of conduct appear to have been established, but they are inconsistently maintained. The teacher tries with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against clear standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against clear standards of conduct. Teachers' monitoring of student behavior is subtle and preventive and is sensitive to individual student needs.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>Students are talking among themselves, with no attempt by the teacher to silence them.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher repeatedly asks students to take their seats; they ignore him/her.</li> <li>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The teacher reviews the standards of conduct and emphasizes a "rule of the day."</li> <li>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</li> <li>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</li> </ul>	<ul style="list-style-type: none"> <li>A student suggests a revision in one of the classroom rules.</li> <li>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</li> <li>The teacher asks to speak to a student privately about misbehavior.</li> <li>A student reminds his/her classmates of the class rule about chewing gum.</li> </ul>
<b>Evidence</b>	<p>Student behavior is appropriate – no monitoring needed.</p> <p><b>Evidence Summary:</b> Student behavior is appropriate – no monitoring needed.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>The teacher does not monitor student behavior.</li> <li>Some students violate classroom rules, without apparent teacher awareness.</li> <li>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to maintain order in the classroom but with uneven success.</li> <li>Classroom rules are posted, but neither teacher nor students refer to them.</li> <li>Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior is entirely appropriate.</li> <li>Students can describe the standards of conduct.</li> <li>Upon a non-verbal signal from the teacher, students correct their behavior.</li> <li>Teacher frequently monitors student behavior,</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities.</li> <li>The teacher monitors student behavior without speaking – just moving about.</li> <li>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul>

<b>Component</b>	<b>2e: Organizing Physical Space</b>			
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• <i>Safety and accessibility</i></li> <li>• <i>Arrangement of furniture and use of physical resources.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Pleasant, inviting atmosphere</i></li> <li>• <i>Safe environment</i></li> <li>• <i>Accessibility for all students</i></li> <li>• <i>Furniture arrangement suitable for the learning activities</i></li> <li>• <i>Effective use of physical resources, including computer technology, by both teacher and students</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don’t have access to the board or other resources. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher’s use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• There are electrical cords running around the classroom.</li> <li>• There is a pole in the middle of the room; some students can't see the board.</li> <li>• A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher ensures that dangerous chemicals are stored safely.</li> <li>• The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</li> <li>• The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</li> </ul>	<ul style="list-style-type: none"> <li>• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</li> <li>• Desks are moved to make tables so students can work together, or in a circle for a class discussion.</li> <li>• The use of an Internet connection enriches the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask if they can shift the furniture to better suit small group work, or discussion.</li> <li>• A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</li> <li>• A student suggests an application of the white board for an activity.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Students are seated at desks which are clustered into tables.</li> <li>• T's table for small group work accommodates about 6 students – good for discussion/</li> <li>• Both T and Ss use the smart board effectively.</li> </ul> <p><b>Evidence Summary:</b> The physical space supports the learning activities.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher or the board.</li> <li>• Available technology is not being used, even if available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear.</li> <li>• The physical environment is not an impediment to learning, but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> <li>• The walls of the classroom are pleasing.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• Teacher makes extensive and imaginative use of available resources and technology</li> <li>• Students make productive use of technology.</li> <li>• The classroom walls are actively used in the lesson.</li> </ul>

Component	<b>3a: Communicating With Students</b>			
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. And the teacher’s use of language is vivid and rich, affording the opportunity for students to hear language well used and to extend their own vocabularies.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Clarity of lesson purpose</i></li> <li>• <i>Absence of content errors and clear explanations of concepts</i></li> <li>• <i>Clear directions and procedures</i></li> <li>• <i>Correct and imaginative use of language</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not appropriate to the students’ ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is clear and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding. Students contribute to extending the content, and in explaining concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</li> <li>• The teacher states that to add fractions, they must have the same numerator.</li> <li>• Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>• Students become disruptive, or talk among themselves in an effort to follow the lesson.</li> <li>• The teacher uses technical terms with an elementary class without explaining their meanings.</li> <li>• The teacher uses “ain’t.”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher mis-pronounces “..”</li> <li>• The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</li> <li>• A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</li> <li>• Students ask “What do I write here?” in order to complete a task.</li> <li>• The teacher says: “Watch me while I show you how to ....” with students asked only to listen.</li> <li>• A number of students do not seem to be following the explanation.</li> <li>• Students are inattentive during the teacher’s explanation of content.</li> </ul>	<ul style="list-style-type: none"> <li>• “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</li> <li>• The teacher asks a student to explain the task to other students.</li> <li>• In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: “Here’s a spot where some students have difficulty: ...be sure to read it carefully”</li> <li>• When needed, a student offers clarification about the learning task to classmates.</li> <li>• The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</li> <li>• The teacher says: “Who would like to explain this idea to us?”</li> <li>• The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Reviews what they will be doing during math class – the three different activities, with diff students doing them in different sequences.</li> <li>• “Who can remember what ‘capacity’ is? She had asked them for homework to check the capacity of something – lotion – one student had brought it in, and reads out the capacity.</li> <li>• T gives the students the abbreviations for ounce, pound, ton, and the no of oz in a lb and in a ton – students write in notes.</li> <li>• Makes distinction between oz for fluid, and oz for weight – but doesn’t do anything with that anomaly.</li> <li>• Also does not explain where the abbreviation for pound comes from (Latin – libra)</li> <li>• Students in the teacher’s group read out the objectives for the day in unison. (CD: I’m not sure they could actually repeat back.)</li> <li>• Slight content error – cars actually do weigh a ton.</li> <li>• In the small group work, including card game, it was not clear whether the students were to match something that, for example, “weighs and ounce” or something that one “would weigh in ounces” (rather than pounds or tons.)</li> </ul> <p><b>Evidence Summary:</b> The presentation of content, while clear, does not engage students in thinking. It is purely procedural, and includes a minor content error, dealing with the weight of cars. One aspect was very unclear – whether they were thinking of objects that would weigh about a pound or objects that one would weigh in pounds – there’s a big difference.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through their questions that they are confused as to the learning task.</li> <li>• The teacher makes a serious content error that will affect students’ understanding of the lesson.</li> <li>• Students indicate through body language or questions that they don’t understand the content being</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>• Teacher must clarify the learning task so students can complete it.</li> <li>• The teacher makes no serious content errors, although may make a minor error.</li> <li>• The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students are learning.</li> <li>• When asked by an observer, students can state what they are learning</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• Teacher checks for student understanding of the learning task.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• Teacher explains content clearly, using metaphors and analogies to bring content to life.</li> <li>• All students seem to understand the presentation.</li> <li>• The teacher invites students to explain the content to the class, or to classmates.</li> <li>• Teacher uses rich language, offering brief</li> </ul>

	<p><i>presented.</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher's communications include errors of vocabulary or usage.</i></li> <li>• <i>Vocabulary is inappropriate to the age or culture of the students.</i></li> </ul>	<p><i>participation by students.</i></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary and usage are correct but unimaginative.</i></li> <li>• <i>Vocabulary may be too advanced or juvenile for the students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher makes no content errors.</i></li> <li>• <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i></li> <li>• <i>Vocabulary and usage are correct and completely suited to the lesson.</i></li> <li>• <i>Vocabulary is appropriate to the students' ages and levels of development.</i></li> </ul>	<p><i>vocabulary lessons where appropriate.</i></p>
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Component	<b>3b: Using Questioning and Discussion Techniques</b>			
	<p>Questioning and discussion is the only instructional strategy specifically referred to in the framework for teaching; this reflects its central position in teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Good questions tend to be divergent rather than convergent, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously-held views. High-quality questions, in other words, promote thinking by students, encouraging them to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge, and frequently using questions formulated by the students themselves.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Questions of high cognitive challenge, formulated by both students and teacher</i></li> <li>• <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i></li> <li>• <i>Discussion with the teacher stepping out of the central, mediating role</i></li> <li>• <i>High levels of student participation in discussion</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3b: Using questioning and discussion</i>	Teacher’s questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	The teacher’s questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Most of the teacher’s questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, and advance high level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.	Teacher’s questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.



	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• All questions are of the “recitation” type, such as “What is 3 x 4?”</li> <li>• (Same as critical attributes)</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</li> <li>• In a lesson on plot structure in a Dickens novel, the teacher asks: “Where was Shakespeare born?”</li> <li>• The teacher asks: “Who has an idea about this?” but the same three students offer comments.</li> <li>• The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</li> <li>• The teacher uses plural the form in asking questions, such as: “What are some things you think might contribute to...?”</li> <li>• The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks “How many ways are there to get this answer?”</li> <li>• A student says to a classmate: “I don’t think I agree with you on this, because...”.</li> <li>• A student asks of other students: “Does anyone have another idea as to how we might figure this out?”</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• In small group, students discussing the problem.</li> <li>• At the teacher table, the questions, while having many possible answers (what would weigh about a pound) they are still closed questions.</li> </ul> <p><b>Evidence Summary:</b> All students seem to answer the questions, but they are not used to deepen understanding.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• Many questions are unrelated to the lesson outcomes.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher only calls on students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are a mix of higher-order and questions with a single correct answer.</li> <li>• Some questions are unrelated to the learning outcomes.</li> <li>• The teacher invites students to respond directly to one another’s ideas, but few students respond..</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Most questions are open-ended, inviting students to think.</li> <li>• Most questions have multiple possible answers.</li> <li>• Questions are related to the lesson objectives.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on all students, even those who don’t initially volunteer.</li> <li>• All students actively engage in the discussion.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>

Component	<b>3c: Engaging Students in Learning</b>			
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Student thinking, problem-solving, etc</i></li> <li>• <i>Learning tasks that require high-level student thinking</i></li> <li>• <i>Student choice in learning activities</i></li> <li>• <i>Students actively “working,” rather than watching while their teacher “works.”</i></li> <li>• <i>A beginning, a middle, and an end to the lesson</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials resources, instructional groups and technology are poorly aligned with the instructional outcomes, are unsuitable to the students’ developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students’ development stage. Instruction does not facilitate students constructing knowledge, allowing many students to be passive or merely compliant. Learning tasks and activities, materials, resources, technology, and instructional grouping require little thinking. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged.	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students’ development, and facilitate students in constructing knowledge. Learning tasks and activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. Learning tasks and activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to reflect on their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• The lesson assignment is to fill out a worksheet using an established procedure.</li> <li>• The lesson drags, or feels rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students complain about their group assignment.</li> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle, and end to the lesson.</li> <li>• Parts of the lesson have a suitable pace; other parts drag or feel rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>• Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</li> <li>• There is a clear beginning, middle, and end to the lesson.</li> <li>• The lesson is neither rushed nor drags.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write an essay “in the style of Hemmingway.”</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students indentify or create their own learning materials.</li> <li>• Students summarize their learning from the lesson.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Refers to something the students had done the day before with tablespoons – sorry we did not see that – perhaps the students were exploring how much an oz is.</li> <li>• In small group work on “challenge” worksheet, students work together figuring it out – all students except boy in blue shirt are actively participating – students refer to their notes to remember that a pint is 2 cups.</li> <li>• Worksheet is actually confusing – drawings of containers are not clear.</li> <li>• Problem of the day is interesting – would like to see how the teacher reviews that.</li> </ul> <p><b>Evidence Summary:</b> Students are actively involved, and in the small group they have to think to answer the questions, but the questions themselves are closed-ended.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The materials used clash with students’ cultures.</li> <li>• Few students are engaged in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement with the content is passive, learning only facts or procedures.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The instructional groups partially serve the instructional purpose.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• There is a discernable structure to the lesson, but it’s not completely successful.</li> <li>• Some students are intellectually engaged in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop their understanding through their own actions, rather than purely through the teacher’s explanation.</li> <li>• Most learning tasks demand higher-order thinking</li> <li>• Students have limited choice in how they complete learning tasks.</li> <li>• Learning tasks have multiple correct responses or approaches.</li> <li>• There is a productive mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and students’ cultures.</li> <li>• The lesson has a clear structure.</li> <li>• Most students are intellectually engaged in the lesson.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students modify a learning task to make it more meaningful or relevant to their needs</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson.</li> <li>• All students are highly engaged in the lesson.</li> </ul>

Component	<b>3d: Using Assessment in Instruction</b>			
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Assessment Criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Teacher paying close attention to evidence of student understanding</i></li> <li>• <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i></li> <li>• <i>Teacher circulating to monitor student learning and to offer feedback</i></li> <li>• <i>Students assessing their own work against established criteria</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3d: Using Assessment in Instruction</i>	Assessment or monitoring of student learning is absent or minimal. Feedback is absent, or of poor quality. There is no attempt to adjust the lesson as a result of monitoring. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	The teacher makes some effort to monitor student learning, but feedback is general and non-specific. Students appear to be only partially aware of the assessment criteria used to evaluate their work. Questions/ prompts are not used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions / prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students are aware of and may contribute to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning.

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks “Does this quiz count towards my grade?”</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• The teacher says: “good job, everyone”</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks: “How is this assignment going to be graded?”</li> <li>• Teacher asks: “does anyone have a question?”</li> <li>• When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</li> <li>• The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically-formulated question to elicit student understanding (or one other technique.)</li> <li>• The teacher asks students to look over their papers to correct their errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates providing substantive feedback to individual students.</li> <li>• The teacher elicits evidence of individual student understanding multiple times during the lesson, for example, using colored cups, popsicle sticks, exit tickets, etc.</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Students do the worksheet, but since it’s in a group, T could not tell if all students actually understood.</li> </ul> <p><b>Evidence Summary:</b> In the small group, the teacher is attending to student understanding. It’s not clear how the teacher will review the written work to ascertain levels of student understanding.</p>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• Assessment is used only for grading.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates’ work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without ensuring that all students understand.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students clearly understand the characteristics of high-quality work.</li> <li>• Teacher monitors student learning through a variety of means, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students.</li> <li>• Feedback includes specific and timely guidance on how students can improve their performance.</li> <li>• The teacher elicits evidence of individual student understanding during the lesson,</li> <li>• Students are invited to assess their own work and make improvements.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is obtained from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> </ul>

Component	<b>3e: Demonstrating Flexibility and Responsiveness</b>			
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Incorporation of student interests and events of the day into a lesson</i></li> <li>• <i>Visible adjustment in the face of student lack of understanding</i></li> <li>• <i>Teacher seizing on a “teachable moment”</i></li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully makes a major adjustment to a lesson when needed. The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• The teacher says: “We don’t have time for that today.”</li> <li>• The teacher says: “If you’d just pay attention, you could understand this.”</li> <li>• The teacher continues with the lesson in spite of several students’ apparent lack of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: “I’ll try to think of another way to come at this and get back to you.”</li> <li>• The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</li> <li>• The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: “That’s an interesting idea; let’s see how it fits.”</li> <li>• The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</li> <li>• The teacher says: “Let’s try this way, and then uses another approach.”</li> <li>• The teacher convenes a group of students to review a concept that they don’t seem to have understood.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher stops in mid-stream in a lesson, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”</li> <li>• The teacher incorporates the school’s upcoming championship game into an explanation of averages.</li> <li>• The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</li> <li>• The teacher arranges for an individual student to come for additional help after school.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• No evidence for this component.</li> <li>• <b>Evidence Summary:</b> No evidence for this component.</li> </ul>			
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Teacher ignores indications of student boredom or lack of understanding.</li> <li>• Teacher brushes aside student questions.</li> <li>• Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s efforts to modify the lesson are only partially successful.</li> <li>• Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher successfully makes a minor modification to the lesson.</li> <li>• Teacher incorporates students’ interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty..</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Teacher successfully executes a major lesson readjustment when needed.</li> <li>• Teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands, and that s/he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</li> </ul>

10. **Summary:**

After analyzing evidence gathered from observing Ms Hatch's classroom, what would be the next step?

The teacher and evaluator will prepare for a post-observation conference. The teacher will complete a reflection. The evaluator will bring the FfT rubric so (s)he can systematically work through the components inviting the teacher to do the thinking and help to determine the levels of performance. The evaluator will likely have some questions based on the observation. The post-observation conference is not about providing feedback but to continue gathering evidence and insight. It's about good conversations about teaching whereby the teacher does the thinking and talking. In Charlotte's words, "The person who does the thinking is the person who does the learning"

If you were the evaluator preparing for a post-observation conference with Ms. Hatch, what questions would you want to ask? What additional evidence would you hope to gather? How would you encourage her to do the thinking? From where else should you be gathering evidence?





Notes

Reflections

Questions

## Lesson 3 Pre-Requisites

## Online Learning

Get ready for Lesson 3! Activities can be completed independently (self directed) or in small groups (collaborative). If completing work in groups, viewing time and progress is tied to individual user ID's. If administrators are monitoring usage, it is important that each participant's computer is engaged during group work



Viewing Time: Approximately 3 hours

### View:

a) What is considered evidence in Domains 2 and 3?

- Watch Module 2A and 2B (33 minutes)

b) What are the big ideas of each level of performance in Domains 2 and 3?

- Watch Module 3A

c) Get additional practice analyzing evidence and levels of performance with video from a different classroom

- View Module 2D: Ms. Givens teaches a 4<sup>th</sup> grade language arts class (16 minutes)
- Analyze the FfT rubric provided by the Danielson Group (handout located online in Module 3B Activities)

d) Test your understanding

- Pass the multiple choice assessments at the end of Module 2 and 3

e) Watch a complete evaluation. Be a fly on the wall and observe every step in the evaluation process as it is actually happening between a teacher and principal. Observe a pre-observation conference, a 30 minute math class with Ms. Magee, analysis by the Danielson Group, the teacher's reflection and the post-observation conference between the teacher and principal. See what new evidence is gathered and how this impacts the Levels of Performance.



**Reflect**

a) Think about previous teacher evaluations you have experienced. Were they productive? Explain.

**View: Module 8B Clips #1** (5 minutes)

b) What is different about the Danielson Evaluation SYSTEM?

**View: Module 8B Clip #2** (5 minutes)

# Lesson 3: Conferences and Goals



## Whole Group Session

**Objective:** To develop skills in conferencing, goal setting and implementation.

### 1. Review: T/F

- \_\_\_ If the teacher's lesson plan is submitted in advance, you should skip the preconference.  
(False)
- \_\_\_ A complete teacher evaluation consists of a pre-conference, classroom observation and a reflection conference.  
(True)
- \_\_\_ The purpose of a planning conference is for the evaluator to provide suggestions for the upcoming lesson.  
(False)
- \_\_\_ The evaluator should do most of the talking during conferences.  
(False)
- \_\_\_ During a classroom observation, the evaluator will be solely focused on scripting what the teachers and students are saying  
(False)
- \_\_\_ The central question in a teacher's reflection is to consider what they would do differently next time.  
(True)
- \_\_\_ The main objective of the post observation conference is to provide the teacher with feedback. (False)

2. **Discuss:**

- How are your current reflective practices the same/different than what was modeled by Ms Magee?

## Teacher Reflection

a) In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

b) If you were able to bring samples of student work, what would those samples reveal about those students' levels of engagement and understanding?

c) Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?

d) Did you depart from your plan? If so, how and why?

e) Comment on different aspects of your instructional delivery (IE: activities, grouping of students, materials and resources. To what extent were they effective?

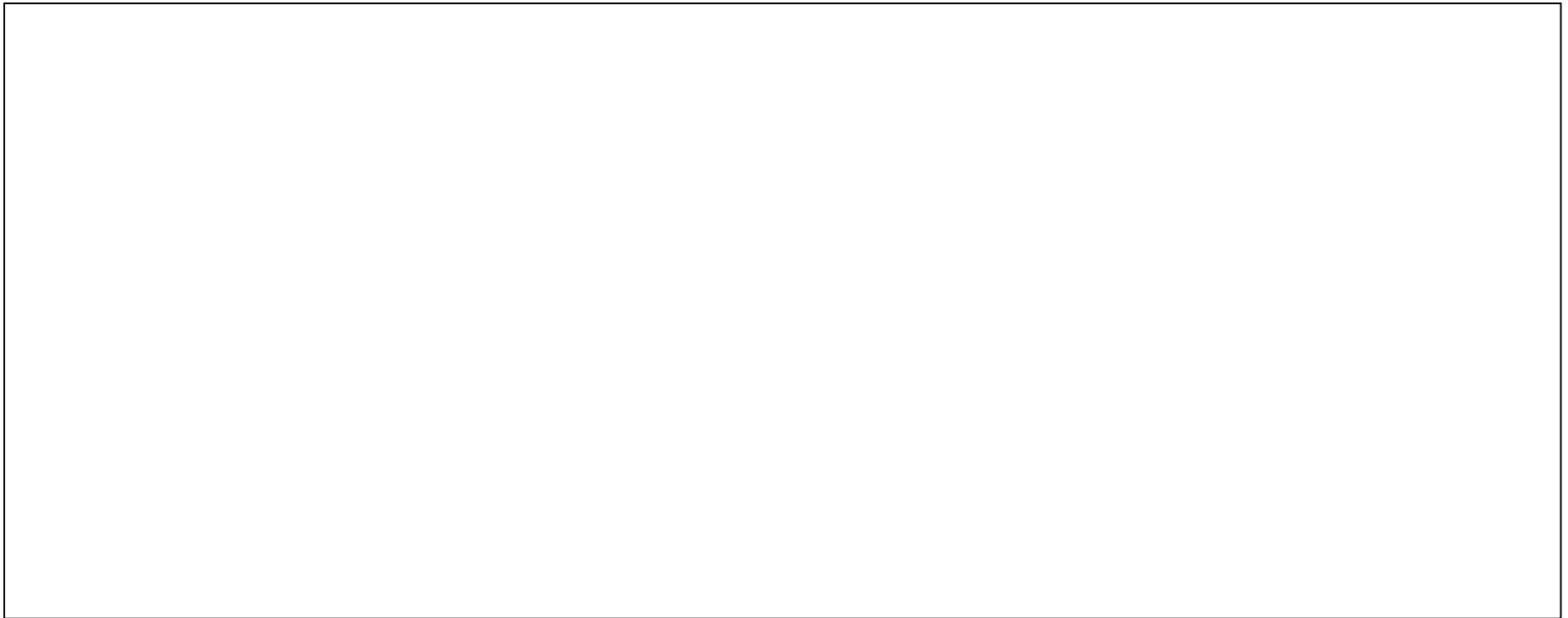
f) If you had a chance to teach this lesson again to the same group of students, what would you do differently?

### 3. SuperClips

a) 🍎 Play Module 4A – Clip #1      A Questionable Conference

Discuss:

- What did you see and hear in this dramatization that reminded you of previous conferences?
- What made this an ineffective conference?
- What effect did the principal have on this teacher?
- What needs to be in place for an effective teacher-principal conversation about teaching?





b) 🍏 Module 5A #3 A Real Pre-Conference

Which questions invited the teacher to do the thinking?

Which questions created trust?

Which questions were the best?

The purpose of the Pre-Conference is to learn more about the teacher's thinking, planning and behind the scenes work (Domain 1) Match the question with the component:

Pre-Conference Question	Component
Briefly describe the students in this class. Describe any accommodations in your work plan.	
What are the goals for this lesson? What do you want the students to learn?	
Why are these goals suitable for these students?	
How do these goals support the district's curriculum, state frameworks and content standards? How do these goals relate to broader curriculum goals?	
How do you plan to engage students? What will you do? What will the students do? How much time will be used?	
What difficulties do students typically experience in this area? How do you plan to anticipate these difficulties?	
What instructional materials will you use?	
How do you plan to assess student achievement? What procedures will you use and what products will students produce?	
How do you plan to use the results of the assessment?	

c) 🍏 Module 5D #5 A Real Post-Conference

Which questions invited the teacher to do the thinking?

Which questions created trust?

Which questions were the best?

#### 4. Goal Setting

a) What makes for a good goal? Review what Charlotte says about setting goals that will improve one's own practice.

🍎 **View Module 7A Clip #2**

b) Compare/Contrast: How does this compare to the way goals are set in your school system?

c) Apply: Write a goal for Ms Hatch

d) Reflect: Write a goal for yourself. How will you build skills in these areas?

## 5. Build a personal learning plan using EI's online STEP Directory.

The hallmark of a great evaluation system is the teacher improvement and professional development plan that is derived from the evaluation results. Following each teacher evaluation, evaluators and teachers can work together to create personalized professional growth plans by choosing additional video content aligned to all 22 components in the Danielson Framework. This will be accomplished through the use of Educational Impact's "Danielson STEP Directory."

The Danielson STEP Directory consists of "Strategies to Enhance Practice". Principals and teachers will be able to jointly select online content that is specifically targeted to the "areas of need" identified during teacher observations and evaluations.

The screenshot displays the Danielson STEP Directory interface. At the top, there are three tabs: "Build Plan" (highlighted in green), "View Current Plan", and "Completed Plan to Date". Below the tabs, the user's name "Deanna Maki" and "Build Plan" are shown. A left sidebar lists "Competencies" under three domains: Domain 1: Planning and Preparation (1:A-F), Domain 2: The Classroom Environment (2:A-E), and Domain 3: Instruction (3:A-E). A callout box points to the "2:B Establishing a Culture for Learning" competency, stating: "Clicking a Component pulls up a list of specific online learning modules that are aligned to the selected component." The main content area shows a selected module titled "Observe How to Create Independent Work Habits (CREDE Standard 3)". It includes a video thumbnail for "Effective Teaching in Diverse Classrooms" and a "+ Personal Learning Plan" button. A second callout box points to this button, stating: "Click this link to add the online learning module to your personalized learning plan." Below the video, the module details are listed: "Module: Phase One", "Topic: — JPA Guideline 3: Develop Student Independence", "Movie: — Develop Student Independence — Part 1", "Viewing Time: 14 minutes", and "Description: View Module 3 C - Video Segments: 1, 2 and 3". A descriptive paragraph follows: "This is an excerpt from an instructional coaching program designed by the Center for Research in Education, Diversity and Excellence (CREDE). In a community of learners, students know how to be as productive when working with each other as with the teacher. In this classroom example, observe an intermediate teacher set the expectation for independent learning so she can work with a small group of students. The students are taught that good questions now mean they can stay on task the whole time." At the bottom, another module titled "Appreciation for Student Work - A Classroom Example with Danielson Analysis" is partially visible, featuring the "Charlotte Danielson's Teaching Framework" logo.

Access to the STEP Directory is located on the Log In page at [www.educationalimpact.com](http://www.educationalimpact.com)

Log In

## Tools to Build your Personal Learning Plan

### STEP Directory

A personal learning plan for teachers.

The **STEP Directory** is the missing link in your teacher evaluation process. Teachers and administrators can now create a year long personal learning plan by aligning areas targeted for improvement to specific online segments in EI's vast online academy. Strategies to Enhance Practice (STEPS) will be recommended for 22 components essential to great teaching (based on the Danielson Framework). The STEP Directory will help you choose programs specific to your professional development goals.

**Your Plan. Your Pace. Your PD.**

**Log-in** [New User? Create a Free Account →](#)

**Username:**

**Password:**

[What is the STEP Directory?](#)

## 6. Summary

There is widespread implementation of Charlotte Danielson Framework for Teaching. What can we learn from others who have implemented the FfT?

a) Chicago Public Schools: The University of Chicago (through the Joyce Foundation – Excellence in Teaching Initiative) completed a study of the FfT implementation in 2009.

**Teachers:** To what extent do you agree with the following observations?

- a) Prior to implementing the FfT, most teachers had the perception that a proficient or basic rating really meant unsatisfactory.
- b) Many principals expressed astonishment at the low levels of teachers' questions. Using the FfT made them realize that there needs to be a greater focus on high order thinking questions – and not questions that kids will just answer correctly.
- c) Many of the teachers that received a distinguished rating in certain components also received a basic rating in others, suggesting that even excellent teachers have room to improve their teaching.
- d) Teachers universally felt that the FfT challenged them to reflect and self evaluate.
- e) Multiple principals stated that using the FfT made the pre and post observation discussions much more reflective – a good thing! “Now the conversations are about good teaching.
- f) Domain 3 components are the most difficult to master.

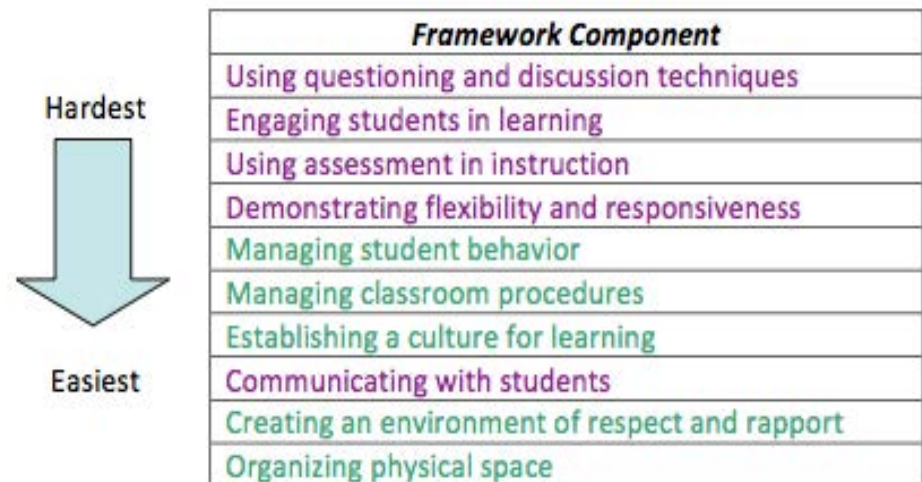


Figure 4. Ranking of Components According to Difficulty

**Principals:** To what extent do you agree with the following observations?

Chicago Top 10

- #10) Evaluators felt they needed additional work around the middle of the scale (basic vs/ proficient)
  
- #9) Evaluators who were not principals only gave teachers a distinguished rating 2% of the time. Principals gave distinguished ratings 12% of the time. Principals revealed that they assigned higher ratings to preserve relationships.
  
- #8) Components 3D & 3E were difficult to rate. Evaluators often returned from an observation with no data or evidence.
  
- #7) Principals and observers often disagreed on the components exhibited in the observation – and how to match the evidence to specific components. Principals universally felt they needed more training in this area.
  
- #6) Principals needed more training in 2B. Prior to training, principals' ratings tended to be inflated.
  
- #5) Many principals were astonished at the low level of teachers' questions.
  
- #4) The FfT focused their observations and allowed them to be more concrete in coaching teachers on instructions. Using the FfT encouraged teachers to be more reflective and receptive to constructive criticism.
  
- #3) The initial training placed too much emphasis on gaining a conceptual understanding of the FfT while lacking the focus on the logistics of implementation like filling out forms and documenting evidence.
  
- #2) Overwhelmingly, principals asked for support in the form of a co-observer.
  
- #1) Principals were very concerned about their lack of training in conferencing.



b) Delaware Department of Education: The state of Delaware has successfully implemented the Danielson Framework for Teaching using the online resources by Educational Impact. Learn how they did it by watching Module 8B in the program, Teacher Evaluation using the Danielson Framework.

The following challenges were discussed. What are you going to do to address and proactively deal with these issues?

<b>Buy In</b>	<b>Conference Scheduling</b>
<b>Goal setting</b>	<b>Ongoing Training</b>



Notes

Reflections

Questions

# Appendix

1) Mrs. A's goal for the day is to show her students the school's new computer lab.

2) Mr. B has designed a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.

3) Ms. C has organized the new unit of study on the water cycle around the science content standards and the scope and sequence outlined in the pacing guide.

4) Mr. E plans to give the students a website for them to explore as an extended learning activity on understanding the judicial system.

5) One of the activities Ms. Frey has included in her unit design for the solar system is a kinesthetic demonstration, in which her students come to the front of the room and position themselves as the sun and the planets, with spacing to represent distance.

7) Ms. D has contacted the school's social worker to find out about the area's Big Brother and Big Sister program on behalf of several of her students whose home lives lack support.

6) During the first week of school, Mr. G plans to distribute an interest inventory, asking his fifth-grade students about their hobbies, interests, and favorite out-of-school activities.

8) Mr. L knows that his students learned about place value last year. He hopes that his plans for a sequence of lessons will help students apply their understanding of place value to addition and subtraction with regrouping.

9) For one of her flexible grouping assignments, Ms. H plans to create cooperative teams to include two English language learners in each group.

11) Ms. K's plans for the day include teaching students how the tools of logic are used in advertising to sway consumers; her goals are aligned to the academic standards on persuasive writing.

10) After several lessons on positive and negative numbers, Mr. J plans to have students play a game with spinners containing negative and positive numbers. This will enable him to see what his students have learned about the topic, and help him shape future lessons.

12) Mr. M, a second-career beginning teacher, says he knows he will have no trouble teaching science to high school students, due to his long career at Bell Labs and the Pentagon.

1) The desks in Mr. T's second grade classroom are arranged in groups of four. A couch and beanbag chair are provided for students in the reading corner.

2) When students enter the classroom, they get to work on a brief assignment, written on the board, while Ms. L takes attendance.

3) Jackson, a seventh grade student, approaches Mr. P's desk to ask a question about the homework assignment. Mr. P, who is conferencing with a student, sees Jackson and says, "Here he comes again, Clueless Jackson!"

4) During the spring concert, two students are seen talking on their cell phones. The teacher quietly motions for the students to hand her their phones.

5) In Ms. K's biology lab, shelves for materials are labeled alphabetically in the back of the room. One student from each group gathers the necessary materials for the experiment.

7) While Mr. G is reviewing directions for the assignment with a small group several students across the room begin to laugh and point at one of their fellow students.

6) The teacher concludes the whole group mini-lesson by saying, "OK boys and girls, grab your reading folders and begin the assignment." A long line forms at the box that holds the reading folders. Five minutes later, most students are seated with their folders, while several are still looking.

8) Each Friday, the students in Ms.W' class each choose their favorite completed assignment for the week. They post it on the bulletin board titled, "Work I'm Proud of!"



9) After recess, the kindergarteners walk slowly into the classroom, pass the groups of tables, and arrange themselves on the carpeted area in the back corner of the room. The teacher opens the book and begins to read the story for the day, but some students are unable to see the pictures.

10) As Mr. J walks past Larry's desk, Larry begins to ask Mr. J if he enjoyed the football game last night. Mr. J responds to Tommy and they both let out a cheer. Mr. J continues walking toward the front of the room and passes Joey's desk. Joey lets out a cheer and Mr. J responds, "Do I need to remind you of our rule for working quietly?"

11) Mr. B tells the class that it is time to move into their groups for writing workshop. Several students are bumping into one another as they are getting up from their desks and walking to the trash can. Some books and papers are left on the floor as students find their new seats.

12) Every morning, Ms. M stands at her third grade classroom door and greets each student by saying, "I'm so glad you are here!" She then makes a comment or asks a question based on an individual interest of each student.

1) Ms. C has her class watch a film clip of Martin Luther King Jr.'s "I Have a Dream" speech using a video guide that contains several questions. The questions are factual, interpretive and analytic in nature. After the film clip, students work in groups of three to respond to the questions and generate their own questions.

2) Following a series of lessons on the Bill of Rights, Mr. L distributes a quiz to his grade 8 social studies class. The worksheet contains 25 multiple choice questions about the topic. The students are given 10 minutes to complete the quiz, and then correct their own papers. In groups, students discuss the reasons for the correct answers; Mr. L circulates to offer assistance.

3) Mrs. T delivers a mini-lesson on using resources to gather information for a report and then asks the students to work individually to look up information on their own topics. The teacher circulates and assists students as needed. A few students finish their research quickly and then visit with other students or sit at their desks without appearing to work.

4) Mr. R is prepared to continue his lesson on the solar system when one student asks about the Challenger accident; the student had heard about a major anniversary of the tragedy on the news but did not know much about it. Mr. R provides information about the incident, conducting a brief discussion, and uses one of the responses as a way to segue into the planned lesson.

5) Mrs. P begins class by asking a student to read the learning objective for the day's lesson that is written on the board. The teacher then explains that before the end of class she will ask them to reflect on how closely they feel they have achieved the objective.

6) The students in Mr. G's class are arranged into one of three learning groups. One group of students is circulating among the various learning stations around the room. Students in a second group work individually or in pairs. The third group is participating in a guided reading exercise with the teacher.

7) Mrs. L is conducting a geometry lesson using quilt squares. When several students ask questions about what they are to do, Mrs. L asks them to wait or try to figure it out themselves. After about 15 minutes several students give up and toss the quilt square aside.

8) Students in Mr. M's chemistry class are given back a lab report that they had completed earlier in the week. Each report has a letter grade at the top, but no other information.

9) A ninth grade class is reading “Romeo and Juliet.” The class contains several students who are learning English as a second language. The teacher asks a quick succession of questions about various characters in the play (e.g. who they were, how they were known or related to other characters, etc.), but not all students can participate.

10) Mr. R offers an explanation of the difference between a republic and a democracy. Students are told to look up the words in a dictionary and write their definitions. In the discussion that follows, some students still seem confused by the distinction.

11) Students in Mr. H’s math class are looking puzzled after he provides an explanation of “slope” in algebra. Instead of assigning a worksheet, as he had planned, he tries a different approach to clarifying the concept.

12) Students in Mr. E’s class have prepared to debate various topics in front of their peers. The student audience listens to the debate and scores the participants on a rubric that had been developed by the class prior to working on their debate topics.

1) Mr. E, who teaches several elective courses, encouraged teachers to vote down a proposal that would allow for more instruction in the core area for struggling students. The change would limit the number of electives made available to students; Mr. E's stance appeared to his colleagues to be self-serving.

2) Ms. R has worked very hard to obtain National Board certification. She is reluctant to share her knowledge of teaching with colleagues because she is afraid they would think she was bragging.

3) The students in Ms. U's class are assigned specific duties including logging completed homework on the class website, tracking their progress on tests/quizzes/homework, and preparing quarterly reports to be used in student-led conferences with parents.

4) After his first geography class, Mr. M concluded that the lesson was successful because everyone received an A on the quiz.

5) Ms. A was unable to locate her list that recorded the names of students who had returned their permission slips for the field trip.

7) After reviewing student responses on an American history test, Mr. A decided he needed to broaden his instruction on the 14th and 15th amendments.

6) At the beginning of each physics unit, Mr. D sends parents a copy of activities to be completed at home by family members that relate to the specific topic they are studying. The students are encouraged to work with their families to complete the exercises and to explain the concepts they demonstrate.

8) For the second team meeting in a row, Mr. P failed to bring the results of the common assessment for 4th grade mathematics. The group was unable to complete its analysis of student difficulties so they could improve their instructional approach.

9) Ms. W has been teaching for 30 years. She recently participated in a district summer professional development session on writing instruction. She prepared and delivered a presentation for the staff at her building to help them implement the Six Traits of Writing program.

10) When Ms. R shares information with parents about their children's test scores, she puts the information in an easy-to-read and understandable format. She also has it translated into Spanish for the non-English speaking families in her class.

11) Mr. E is concerned about the participation of girls in his science classes. He asks a colleague to observe a lesson and provide feedback on whether he is calling on boys more than girls.

12) Ms. Y had concerns about the potential neglect of a student. She described the situation to the principal and the social worker and was told they would handle it. She was still nervous, however, and the following week asked the social worker whether he had contacted the state child welfare agency

1. 1c: Setting Instructional Outcomes: clarity
2. 1f: Designing Student Assessments: criteria and standards
3. 1e: Designing Coherent Instruction: lesson and unit structure.
4. 1d: Demonstrating Knowledge of Resources: resources for classroom use.
5. 1e: Designing Coherent Instruction: learning activities.
6. 1b: Knowledge of Students: knowledge of students' interests and cultural heritage.
7. 1d: Demonstrating Knowledge of Resources: resources for students.
8. 1a: Demonstrating Knowledge of Content and Pedagogy: knowledge of prerequisite relationships.
9. 1b: Knowledge of Students: knowledge of students' skills, knowledge, and language proficiency  
1e: Designing Coherent Instruction: instructional groups.
10. 1f: Designing Student Assessments: design of formative assessments.
11. 1c: Setting Instructional Outcomes: value, sequence, and alignment
12. 1a: Demonstrating Knowledge of Content and Pedagogy: knowledge of content and the structure of the discipline, knowledge of pedagogy.



1. 2e: Organizing Physical Space: arrangement of furniture and use of physical resources.
2. 2c: Managing Classroom Procedures: performance of non-instructional duties.
3. 2a: Creating an environment of respect and rapport: teacher interaction with students.
4. 2d: Managing Student Behavior: monitoring of student behavior.
5. 2c: Managing Classroom Procedures: management of materials and supplies.
6. 2c: Managing classroom procedures: management of materials and supplies.
7. 2a: Creating An Environment of Respect And Rapport: student interactions with one another.
8. 2b: Establishing a Culture For Learning: student pride in work
9. 2e: Organizing Physical Space: safety and accessibility
10. 2d: Managing Student Behavior: expectations
11. 2c: Managing Classroom Procedures: management of transitions
12. 2a: Creating An Environment ff Respect and Rapport: teacher interaction with students.

1. 3b: Using Questioning and Discussion Techniques: quality of questions  
3c: Student Engagement in Learning: grouping of students.
2. 3d: Using Assessment in Instruction: self-assessment and monitoring of progress
3. 3c: Engaging Students in Learning: structure and pacing
4. 3e: Demonstrating Flexibility and Responsiveness: response to students
5. 3a: Communicating with Students: expectations for learning  
3d: Using Assessment in Instruction: student self-assessment and monitoring of progress.
6. 3c: Engaging student in Learning; grouping of students
7. 3a: Communicating with Students: directions and procedures
8. 3d: Using Assessment in Instruction; feedback to students
9. 3b. Using Questioning and Discussion Techniques: quality of questions, student participation
10. 3a. Communicating with Students: explanations of content
11. 3e: Demonstrating Flexibility and Responsiveness: lesson adjustment
12. 3d: Using Assessment in Instruction: assessment criteria, self-assessment and monitoring of progress

1. 4f: Showing Professionalism, decision-making
2. 4d: Participating in a professional community, relationships with colleagues
3. 4b: Maintaining Accurate Records, student completion of assignments, student progress in learning
4. 4a: Reflecting on Teaching, accuracy
5. 4b: Maintaining Accurate Records, non-instructional records
6. 4c: Communicating With Families, engagement of families in the instructional program
7. 4a: Reflecting on Teaching, use in future teaching
8. 4d: Participating In A Professional Community, involvement in a culture of professional inquiry
9. 4e: Growing And Developing Professionally, enhancement of content knowledge and pedagogical skill, service to the profession.
10. 4c: Communicating With Families, information about individual students
11. 4e: Growing And Developing Professionally, receptivity to feedback from colleagues
12. 4f: Showing Professionalism: service to students, advocacy.

## Complete Framework for Teaching Instrument

<p>Domain 1:</p> <p><i>1a: Demonstrating Knowledge of Content and Pedagogy</i></p>	<p><b>Planning and Preparation</b></p> <p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline: <i>every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i></li> <li>• Knowledge of prerequisite relationships: <i>some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i></li> <li>• Knowledge of content-related pedagogy: <i>different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Inter-disciplinary connections in plans and practice</li> </ul>
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	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Teacher makes content errors.</li> <li>• Teacher does not consider prerequisite relationships when planning.</li> <li>• Teacher's plans use inappropriate strategies for the discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>• Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline, and their relationships to one another.</li> <li>• The teacher consistently provides clear explanations of the content.</li> <li>• The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>• The teacher seeks out content-related professional development.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Teacher cites intra- and inter-disciplinary content relationships.</li> <li>• Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</li> <li>• The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</li> <li>• The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</li> <li>• The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value.</li> <li>• The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday,</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</li> <li>• The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</li> <li>• The teacher plans to expand a unit on civics by having students simulate a court trial.</li> </ul>	<ul style="list-style-type: none"> <li>• In a unit on 19<sup>th</sup> century literature, the teacher incorporates information about the history of the same period.</li> <li>• Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</li> </ul>

		test on Friday.		
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Domain 1:	Planning and Preparation
1b: Demonstrating Knowledge of Students	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development: <i>children learn differently at different stages of their lives</i></li> <li>• Knowledge of the learning process: <i>learning requires active intellectual engagement</i></li> <li>• Knowledge of students' skills, knowledge, and language proficiency: <i>children's lives beyond school influence their learning</i></li> <li>• Knowledge of students' interest and cultural heritage: <i>children's backgrounds influence their learning</i></li> <li>• Knowledge of students' special needs: <i>children do not all develop in a typical fashion</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Teacher gathers formal and informal information about students for use in planning instruction</li> <li>• Teacher learns student interests and needs for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Database of students with special needs</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• Teacher is not aware of student interests or cultural heritages.</li> <li>• Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</li> <li>• Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</li> <li>• The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher knows, for groups of students, their levels of cognitive development</li> <li>• The teacher is aware of the different cultural groups in the class.</li> <li>• The teacher has a good idea of the range of interests of students in the class.</li> <li>• The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</li> <li>• The teacher is aware of the special needs represented by students in the class.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The teacher seeks out information about their cultural heritage from all students.</li> <li>• The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</li> <li>• The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</li> <li>• The teacher plans to teach his class Christmas carols, despite the</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</li> <li>• In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</li> <li>• Lesson plans make only peripheral</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher creates an assessment of students' levels of cognitive development.</li> <li>• The teacher examines previous year's cum folders to ascertain the proficiency levels of groups of students in the class,</li> <li>• The teacher administers a student interest survey at the beginning of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</li> <li>• The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</li> <li>• The teacher encourages students to</li> </ul>



	<p>fact that he has four religions represented amongst his students.</p> <ul style="list-style-type: none"> <li>• .</li> </ul>	<p>reference to students' interests.</p> <ul style="list-style-type: none"> <li>• The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans activities based on student interests.</li> <li>• The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</li> <li>• The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</li> <li>• The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</li> </ul>	<p>be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <ul style="list-style-type: none"> <li>• The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</li> <li>• The teacher regularly creates adapted assessment materials for several students with learning disabilities.</li> </ul>
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Domain 1:	Planning and Preparation
1c: Setting Instructional Outcomes	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment: <i>students must be able to build their understanding of important ideas from concept to concept</i></li> <li>• Clarity: <i>outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.</i></li> <li>• Balance: <i>outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills.</i></li> <li>• Suitability for diverse students: <i>outcomes must be appropriate for all students in the class</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity.</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Permit assessment of student attainment.</li> <li>• Differentiated for students of varied ability</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1c: Setting Instructional Outcomes</i>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are states as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to “big ideas” of the discipline.</li> <li>• Outcomes are written in terms of what students will <i>learn</i> rather than <i>do</i>.</li> <li>• Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</li> <li>• Outcomes are suitable to groups of students in the class, differentiated where necessary.</li> </ul>	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> <li>• Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• A learning outcome for a fourth grade class is to make a poster illustrating a poem.</li> <li>• All the outcomes for a ninth grade history class are factual knowledge.</li> <li>• The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</li> <li>• The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the learning outcomes is for students to “appreciate the aesthetics of 18<sup>th</sup> century English poetry.</li> <li>• The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</li> <li>• The teacher reviews the project</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</li> <li>• Students will develop a concept map that links previous learning goals to those they are currently working on.</li> <li>• Some students identify additional learning</li> </ul>

	<ul style="list-style-type: none"><li>• Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct</li></ul>		expectations and modifies some goals to be in line with students' IEP objectives.	
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Domain 1:	Planning and Preparation
1d: Demonstrating Knowledge of Resources	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> <li>• Resources for classroom use: materials <i>that align with learning outcomes</i></li> <li>• Resources to extend content knowledge and pedagogy: <i>those that can further teachers’ professional knowledge</i></li> <li>• Resources for students: materials <i>that are appropriately challenging</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• District provided materials</li> <li>• Range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teacher continuing professional education courses or professional groups</li> <li>• Community resources</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1d: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• The teacher only uses district-provided materials, even when more variety would assist some students.</li> <li>• The teacher does not seek out resources available to expand his/her own skill.</li> <li>• Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses materials in the school library, but does not search beyond the school for resources.</li> <li>• The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</li> <li>• The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• Teacher facilitates Internet resources.</li> <li>• Resources are multi-disciplinary.</li> <li>• Teacher expands knowledge with professional learning groups and organizations.</li> <li>• Teacher pursues options offered by universities.</li> <li>• Teacher provides lists of resources outside the class for students to draw on.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Texts are matched to student skill level</li> <li>• The teacher has ongoing relationship with colleges and universities that support student learning.</li> <li>• The teacher maintains log of resources for student reference.</li> <li>• The teacher pursues apprenticeships to increase discipline knowledge</li> <li>• The teacher facilitates student contact with resources outside the classroom.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• For their unit on China, the students accessed all of their information from the district-supplied textbook.</li> <li>• Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.</li> <li>• A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</li> </ul>	<ul style="list-style-type: none"> <li>• For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.</li> <li>• The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</li> <li>• The teacher thinks his students would benefit from hearing about health safety from a professional; he</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides her 5<sup>th</sup> graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</li> <li>• The teacher took an online course on Literature to expand her knowledge of great American writers.</li> <li>• The teacher distributes a list of summer reading materials that</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</li> <li>• The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</li> <li>• The teacher matches students in her Family and Consumer Science class with local businesses; the students</li> </ul>

		contacts the school nurse to visit his classroom.	would help prepare his 8 <sup>th</sup> graders' transition to high school.	spend time shadowing employees to understand how their classroom skills might be used on the job.
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Domain 1:	Planning and Preparation
1e: Designing Coherent Instruction	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> <li>• Learning activities: <i>instruction designed to engage students and advance them through the content</i></li> <li>• Instructional materials and resources: <i>appropriate to the learning needs of the students</i></li> <li>• Instructional groups: <i>intentionally organized to support student learning</i></li> <li>• Lesson and unit structure: <i>clear and sequenced to advance students’ learning</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• The use of varied resources</li> <li>• Thoughtfully planned learning groups</li> <li>• Structured lesson plan</li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
<b>1e: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random or only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• Teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• After memorizing the parts of the microscope, the teacher plans to have his 9<sup>th</sup> graders color in the worksheet.</li> <li>• Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</li> <li>• The teacher organizes her class in</li> </ul>	<ul style="list-style-type: none"> <li>• After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</li> <li>• The teacher found an atlas to use as a supplemental resource during the geography unit.</li> <li>• The teacher always lets students self-select their working groups</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.</li> <li>• The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</li> <li>• While completing their projects, The teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best</li> </ul>

	<p>rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</p> <ul style="list-style-type: none"> <li>• The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test.</li> </ul>	<p>because they behave better when they can choose who they want to sit with.</p> <ul style="list-style-type: none"> <li>• The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</li> <li>• The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</li> </ul>	<p>selections.</p> <ul style="list-style-type: none"> <li>• After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</li> <li>• The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</li> </ul>
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Domain 1:	Planning and Preparation
1f: Designing Student Assessments	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes: <i>assessments must match learning expectations</i></li> <li>• Criteria and standards: <i>expectations must be clearly defined</i></li> <li>• Design of formative assessments: <i>assessments for learning must be planned as part of the instructional process</i></li> <li>• Use for planning: <i>results of assessment guide future planning</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>• Assessment types are suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments are available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> <li>• Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1f: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments have no criteria.</li> <li>• N formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments for some students as needed.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>• Students develop rubrics according to teacher-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• The teacher marks papers on the foundation of the US constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</li> <li>• After the students present their research on Globalization, the</li> </ul>	<ul style="list-style-type: none"> <li>• The district goal for the Europe unit is for students to understand geo-political relationships; The teacher plans to have the students memorize all the country capitals and rivers.</li> <li>• The teacher 's students received their tests back; each one was simply marked with a letter grade at</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</li> <li>• Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure</li> </ul>	<ul style="list-style-type: none"> <li>• To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</li> <li>• Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown</li> </ul>

	<p>teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</p> <ul style="list-style-type: none"> <li>• The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</li> <li>• The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</li> </ul>	<p>the top.</p> <ul style="list-style-type: none"> <li>• The plan indicates that the teacher will pause to “check for understanding” but without a clear process of how that will be done.</li> <li>• A student says, “If half the class passed the test, why are we all reviewing the material again?”</li> </ul>	<p>the levels of expectation were clearly defined.</p> <ul style="list-style-type: none"> <li>• Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.</li> <li>• Based on the previous morning’s formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</li> </ul>	<p>them several sample rubrics and they will refer to those as they create a rubric of their own.</p> <ul style="list-style-type: none"> <li>• After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</li> <li>• Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</li> </ul>
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## Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> <li>• Teacher interactions with students, including both words and actions <i>A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i></li> <li>• Student interactions with other students, including both words and actions <i>As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Respectful talk and turn taking</i></li> <li>• <i>Respect for students' background and lives outside of the classroom</i></li> <li>• <i>Teacher and student body language</i></li> <li>• <i>Physical proximity</i></li> <li>• <i>Warmth and caring</i></li> <li>• <i>Politeness</i></li> <li>• <i>Encouragement</i></li> <li>• <i>Active listening</i></li> <li>• <i>Fairness</i></li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</i></li> <li>• <i>Students use disrespectful talk towards one another with no response from the teacher.</i></li> <li>• <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i></li> <li>• <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i></li> <li>• <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk between teacher and students and among students is uniformly respectful.</i></li> <li>• <i>Teacher responds to disrespectful behavior among students.</i></li> <li>• <i>Teacher makes general connections with individual students.</i></li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i></li> <li>• <i>When necessary, students correct one another in their conduct towards classmates.</i></li> <li>• <i>There is no disrespectful behavior among students.</i></li> <li>• <i>The teacher's response to a student's incorrect response respects the student's dignity</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>A student slumps in his/her chair following a comment by the teacher.</i></li> <li>• <i>Students roll their eyes at a classmate's idea; the teacher does not respond.</i></li> <li>• <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i></li> <li>• <i>Some students refuse to work with other students.</i></li> <li>• <i>Teacher does not call students by their names.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</i></li> <li>• <i>A few students do not engage with others in the classroom, even when put together in small groups.</i></li> <li>• <i>Students applaud half-heartedly following a classmate's presentation to the class.</i></li> <li>• <i>Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher greets students by name as they enter the class or during the lesson.</i></li> <li>• <i>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</i></li> <li>• <i>Students attend fully to what the teacher is saying.</i></li> <li>• <i>Students wait for classmates to finish speaking before beginning to talk.</i></li> <li>• <i>Students applaud politely following a classmate's presentation to the class.</i></li> <li>• <i>Students help each other and accept help from each other.</i></li> <li>• <i>Teacher and students use courtesies such as "please/thank you, excuse me.</i></li> <li>• <i>Teacher says: "Don't talk that way to your classmates" and the insults stop.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</i></li> <li>• <i>Students say "Shhh" to classmates while the teacher or another student is speaking.</i></li> <li>• <i>Students clap enthusiastically for one another's presentations for a job well done.</i></li> <li>• <i>The teacher says: "That's an interesting idea, Josh, but you're 'forgetting...."</i></li> </ul>

Component	2b: Establishing a Culture for Learning
<p><i>2b: Establishing a culture for learning</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i></li> <li>• Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i></li> <li>• Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Belief in the value of the work</i></li> <li>• <i>Expectations are high and supported through both verbal and nonverbal behaviors</i></li> <li>• <i>Quality is expected and recognized</i></li> <li>• <i>Effort and persistence are expected and recognized</i></li> <li>• <i>Confidence in ability is evidenced by teacher and students language and behaviors</i></li> <li>• <i>Expectation for all students to participate</i></li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i></li> <li>• <i>The teacher conveys to at least some students that the work is too challenging for them.</i></li> <li>• <i>Students exhibit little or no pride in their work.</i></li> <li>• <i>Class time is devoted more to socializing than to learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i></li> <li>• <i>The teacher conveys high expectations for only some students.</i></li> <li>• <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i></li> <li>• <i>Many students indicate that they are looking for an “easy path.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i></li> <li>• <i>The teacher demonstrates a high regard for student abilities.</i></li> <li>• <i>Teacher conveys an expectation of high levels of student effort.</i></li> <li>• <i>Students expend good effort to complete work of high quality.</i></li> </ul>	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> <li>• <i>The teacher communicates a genuine passion for the subject.</i></li> <li>• <i>Students indicate that they are not satisfied unless they have complete understanding.</i></li> <li>• <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i></li> <li>• <i>Students recognize the efforts of their classmates.</i></li> <li>• <i>Students take initiative in improving the quality of their work.</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>The teacher tells students that they’re doing a lesson because it’s on the test; in the book, or is district- directed.</i></li> <li>• <i>Teacher says to a student: “Why don’t you try this easier problem?”</i></li> <li>• <i>Students turn in sloppy or incomplete work</i></li> <li>• <i>Students don’t engage in work and the teacher ignores it</i></li> <li>• <i>Students have not completed their homework and the teacher does not respond</i></li> <li>• <i>Almost all of the activities are busy work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher says: “Let’s get through this.”</i></li> <li>• <i>Teacher says: “I think most of you will be able to do this.”</i></li> <li>• <i>Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking.</i></li> <li>• <i>Teacher does not encourage students who are struggling.</i></li> <li>• <i>Some students get to work after an assignment is given or after entering the room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.”</i></li> <li>• <i>Teacher says: “This idea is really important! It’s central to our understanding of history.”</i></li> <li>• <i>Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.”</i></li> <li>• <i>Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint.</i></li> <li>• <i>Students get to work right away when an assignment is given or after entering the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: “It’s really fun to find the patterns for factoring polynomials.”</i></li> <li>• <i>Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation.</i></li> <li>• <i>Students question one another on answers</i></li> <li>• <i>Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</i></li> <li>• <i>Students work even when the teacher isn’t working with them or directing their efforts.</i></li> </ul>

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Component	2c: Managing Classroom Procedures
2c: Managing classroom procedures	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> <li>• Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.</i></li> <li>• Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</i></li> <li>• Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i></li> <li>• Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Smooth functioning of all routines</i></li> <li>• <i>Little or no loss of instructional time</i></li> <li>• <i>Students playing an important role in carrying out the routines</i></li> <li>• <i>Students know what to do, where to move</i></li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2c Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>Students not working with the teacher are not productively engaged or are disruptive to the class.</i></li> <li>• <i>There are no established procedures for distributing and collecting materials.</i></li> <li>• <i>Procedures for other activities are confused or chaotic.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Small groups are only partially engaged while not working directly with the teacher.</i></li> <li>• <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i></li> <li>• <i>Classroom routines function unevenly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The students are productively engaged during small group work.</i></li> <li>• <i>Transitions between large and small group activities are smooth.</i></li> <li>• <i>Routines for distribution and collection of materials and supplies work efficiently.</i></li> <li>• <i>Classroom routines function smoothly.</i></li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>Students take the initiative with their classmates to ensure that their time is used productively.</i></li> <li>• <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i></li> <li>• <i>Students take initiative in distributing and collecting materials efficiently</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.</i></li> <li>• <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i></li> <li>• <i>Students bump into one another lining up or sharpening pencils.</i></li> <li>• <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i></li> <li>• <i>Most students ask what they are to do or look around for clues from others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some students not working with the teacher are off-task</i></li> <li>• <i>Transition between large and small group activities requires five minutes but is accomplished.</i></li> <li>• <i>Students ask what they are to do when materials are being distributed or collected.</i></li> <li>• <i>Students ask some clarifying questions about procedures</i></li> <li>• <i>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students get started on an activity while the teacher takes attendance.</i></li> <li>• <i>Students move directly between large and small group activities.</i></li> <li>• <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i></li> <li>• <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i></li> <li>• <i>One member of each small group collects materials for the table.</i></li> <li>• <i>There is an established color-coded system indicating where materials should be stored.</i></li> <li>• <i>In small group work, students have established roles, they listen to one another, summarize different views, etc</i></li> <li>• <i>Clean-up at the end of a lesson is fast and efficient,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i></li> <li>• <i>A student reminds classmates of the roles that they are to play within the group.</i></li> <li>• <i>A student re-directs a classmate to the table s/he should be at following a transition.</i></li> <li>• <i>Students propose an improved attention signal.</i></li> <li>• <i>Students independently check themselves into class on the attendance board.</i></li> </ul>

Component	2d: Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> <li>• Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i></li> <li>• Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</i></li> <li>• Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i></li> <li>• <i>Absence of acrimony between teacher and students concerning behavior</i></li> <li>• <i>Teacher awareness of student conduct</i></li> <li>• <i>Preventive action when needed by the teacher</i></li> <li>• <i>Fairness</i></li> <li>• <i>Absence of misbehavior</i></li> <li>• <i>Reinforcement of positive behavior</i></li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2d Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>The classroom environment is chaotic, with no apparent standards of conduct.</i></li> <li>• <i>The teacher does not monitor student behavior.</i></li> <li>• <i>Some students violate classroom rules, without apparent teacher awareness.</i></li> <li>• <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i></li> <li>• <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i></li> <li>• <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Standards of conduct appear to have been established.</i></li> <li>• <i>Student behavior is generally appropriate.</i></li> <li>• <i>The teacher frequently monitors student behavior.</i></li> <li>• <i>Teacher's response to student misbehavior is effective.</i></li> <li>• <i>Teacher acknowledges good behavior</i></li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i></li> <li>• <i>The teacher monitors student behavior without speaking – just moving about.</i></li> <li>• <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i></li> <li>• <i>An object flies through the air without apparent teacher notice</i></li> <li>• <i>Students are running around the room, resulting in chaos</i></li> <li>• <i>Students use their phones and other electronics; the teacher doesn't do anything.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom rules are posted, but neither teacher nor students refers to them.</i></li> <li>• <i>The teacher repeatedly asks students to take their seats; some ignore him/her.</i></li> <li>• <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i></li> <li>• <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i></li> <li>• <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student suggests a revision in one of the classroom rules.</i></li> <li>• <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i></li> <li>• <i>The teacher asks to speak to a student privately about misbehavior.</i></li> <li>• <i>A student reminds his/her classmates of the class rule about chewing gum.</i></li> </ul>

Component	2e: Organizing Physical Space
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>• Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i></li> <li>• Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Pleasant, inviting atmosphere</i></li> <li>• <i>Safe environment</i></li> <li>• <i>Accessibility for all students</i></li> <li>• <i>Furniture arrangement suitable for the learning activities</i></li> <li>• <i>Effective use of physical resources, including computer technology, by both teacher and students</i></li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>There are physical hazards in the classroom, endangering student safety.</i></li> <li>• <i>Many students can't see or hear the teacher or the board.</i></li> <li>• <i>Available technology is not being used, even if available and its use would enhance the lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The physical environment is safe, and most students can see and hear.</i></li> <li>• <i>The physical environment is not an impediment to learning, but does not enhance it.</i></li> <li>• <i>The teacher makes limited use of available technology and other resources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The classroom is safe, and all students are able to see and hear.</i></li> <li>• <i>The classroom is arranged to support the instructional goals and learning activities.</i></li> <li>• <i>The teacher makes appropriate use of available technology.</i></li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>Modifications are made to the physical environment to accommodate students with special needs.</i></li> <li>• <i>There is total alignment between the goals of the lesson and the physical environment.</i></li> <li>• <i>Students take the initiative to adjust the physical environment.</i></li> <li>• <i>Teachers and students make extensive and imaginative use of available technology</i></li> <li>•</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>There are electrical cords running around the classroom.</i></li> <li>• <i>There is a pole in the middle of the room; some students can't see the board.</i></li> <li>• <i>A white board is in the classroom, but it is facing the wall.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher ensures that dangerous chemicals are stored safely.</i></li> <li>• <i>The classroom desks remains in two semicircles, requiring students to lean around their classmates during small group work.</i></li> <li>• <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i></li> <li>• <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i></li> <li>• <i>The use of an Internet connection extends the lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i></li> <li>• <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i></li> <li>• <i>A student suggests an application of the white board for an activity.</i></li> </ul>



## Domain 3: Instruction

Component	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> <li>• Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i></li> <li>• Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i></li> <li>• Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i></li> <li>• Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Clarity of lesson purpose</i></li> <li>• <i>Clear directions and procedures specific to the lesson activities</i></li> <li>• <i>Absence of content errors and clear explanations of concepts</i></li> <li>• <i>Students understand the content</i></li> <li>• <i>Correct and imaginative use of language</i></li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i></li> <li>• <i>Students indicate through their questions that they are confused as to the learning task.</i></li> <li>• <i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i></li> <li>• <i>Students indicate through body language or questions that they don't understand the content being presented.</i></li> <li>• <i>Teacher's communications include errors of vocabulary or usage.</i></li> <li>• <i>Vocabulary is inappropriate to the age or culture of the students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></li> <li>• <i>Teacher must clarify the learning task so students can complete it.</i></li> <li>• <i>The teacher makes no serious content errors, although may make a minor error.</i></li> <li>• <i>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</i></li> <li>• <i>Vocabulary and usage are correct but unimaginative.</i></li> <li>• <i>Vocabulary is too advanced or juvenile for the students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i></li> <li>• <i>If appropriate, the teacher models the process to be followed in the task.</i></li> <li>• <i>Students engage with the learning task, indicating that they understand what they are to do.</i></li> <li>• <i>The teacher makes no content errors.</i></li> <li>• <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i></li> <li>• <i>Vocabulary and usage are correct and completely suited to the lesson.</i></li> <li>• <i>Vocabulary is appropriate to the students' ages and levels of development.</i></li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>The teacher points out possible areas for misunderstanding.</i></li> <li>• <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i></li> <li>• <i>All students seem to understand the presentation.</i></li> <li>• <i>The teacher invites students to explain the content to the class, or to classmates.</i></li> <li>• <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>A student asks: "What are we supposed to be doing?" but the teacher ignores the question.</i></li> <li>• <i>The teacher states that to add fractions, they must have the same numerator.</i></li> <li>• <i>Students have a quizzical look on their faces; some may withdraw from the lesson.</i></li> <li>• <i>Students become disruptive, or talk</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher mispronounces "..."</i></li> <li>• <i>The teacher says: "And oh, by the way, today we're going to factor polynomials."</i></li> <li>• <i>A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.</i></li> <li>• <i>Students ask "What do I write here?" in order to complete a task.</i></li> <li>• <i>The teacher says: "Watch me while</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"By the end of today's lesson, you're all going to be able to factor different types of polynomials."</i></li> <li>• <i>In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"</i></li> <li>• <i>The teacher uses a board or projection device so students can refer to it without requiring the teacher's</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "Here's a spot where some students have difficulty: ...be sure to read it carefully"</i></li> <li>• <i>The teacher asks a student to explain the task to other students.</i></li> <li>• <i>When needed, a student offers clarification about the learning task to classmates.</i></li> <li>• <i>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but</i></li> </ul>

	<p><i>among themselves in an effort to follow the lesson.</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher uses technical terms without explaining their meanings.</i></li> <li>• <i>The teacher says "ain't."</i></li> </ul>	<p><i>I show you how to ...." with students asked only to listen.</i></p> <ul style="list-style-type: none"> <li>• <i>A number of students do not seem to be following the explanation.</i></li> <li>• <i>Students are inattentive during the teacher's explanation of content.</i></li> </ul>	<p><i>attention.</i></p>	<p><i>sunny day, or by the water in a hose that has been sitting in the sun.</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher says: "Who would like to explain this idea to us?"</i></li> <li>• <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.</i></li> </ul>
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Component	3b: Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz". Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> <li>• <b>Quality of questions/prompts</b> <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.</i></li> <li>• <b>Discussion techniques</b> <i>Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i></li> <li>• <b>Student participation</b> <i>In some classes a few students tend to dominate the discussion,; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Questions of high cognitive challenge, formulated by both students and teacher</i></li> <li>• <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i></li> <li>• <i>Effective use of student responses and ideas</i></li> <li>• <i>Discussion with the teacher stepping out of the central, mediating role</i></li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>High levels of student participation in discussion</i></li></ul> |
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	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think. and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type, such as "What is 3 x 4?"</li> <li>• The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>• The teacher only calls on students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks: "Who has an idea about this?" the same three students offer comments.</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?"</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</li> <li>• The teacher asks a question and asks every student to write a brief response, then share with a partner before</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks "How many ways are there to get this answer?"</li> <li>• A student says to a classmate: "I don't think I agree with you on this, because...".</li> <li>• A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</li> <li>• A student asks "What if...?"</li> </ul>

			<i>inviting a few to offer their ideas to the entire class.</i>	
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Component	3c: Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> <li>• Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i></li> <li>• Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i></li> <li>• Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i></li> <li>• Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Activities aligned with the goals of the lesson</i></li> <li>• <i>Student enthusiasm, interest, thinking, problem-solving, etc</i></li> <li>• <i>Learning tasks that require high-level student thinking and are aligned with lesson objectives</i></li> <li>• <i>Students highly motivated to work on all tasks and are persistent even when the tasks are challenging</i></li> <li>• <i>Students actively “working,” rather than watching while their teacher “works.”</i></li> </ul>



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|  | <ul style="list-style-type: none"><li>• <i>Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</i></li></ul> |
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	Unsatisfactory	Basic	Proficient	Distinguished
<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags, or is rushed</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Virtually all students are highly engaged in the lesson.</li> <li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• Most students are playing video games during the lesson</li> <li>• Students fill out the lesson worksheet by copying words from the board.</li> <li>• The teacher lectures for 45 minutes</li> <li>• Most students don’t have time to complete the assignment; the teacher moves on in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• In three of the five small groups, students are figuring out an answer to the assigned problem.</li> <li>• Students are asked to fill in a worksheet, following an established procedure.</li> <li>• There is a recognizable beginning, middle, and end to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Five students (out of 27) are playing video games, texting, etc.</li> <li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>• Students are given a task to do independently, then to discuss with a</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write an essay “in the style of Hemmingway.”</li> <li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>• Students identify or create their own learning materials.</li> </ul>

		<ul style="list-style-type: none"><li>• <i>The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it.</i></li></ul>	<p><i>table group, followed by a report-out from each table.</i></p> <ul style="list-style-type: none"><li>• <i>There is a clear beginning, middle, and end to the lesson.</i></li><li>• <i>The lesson is neither rushed nor drags.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Students summarize their learning from the lesson.</i></li></ul>
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Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part <i>of</i> instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> <li>• Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i></li> <li>• Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i></li> <li>• Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i></li> <li>• Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Teacher paying close attention to evidence of student understanding</i></li> <li>• <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i></li> <li>• <i>Teacher circulating to monitor student learning and to offer feedback</i></li> <li>• <i>Students assessing their own work against established criteria</i></li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>The teacher gives no indication of what high quality work looks like.</i></li> <li>• <i>The teacher makes no effort to determine whether students understand the lesson.</i></li> <li>• <i>Feedback is only global.</i></li> <li>• <i>The teacher does not ask students to evaluate their own or classmates' work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There is little evidence that the students understand how their work will be evaluated.</i></li> <li>• <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students</i></li> <li>• <i>Teacher requests global indications of student understanding.</i></li> <li>• <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i></li> <li>• <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students indicate that they clearly understand the characteristics of high-quality work.</i></li> <li>• <i>The teacher elicits evidence of student understanding during the lesson</i></li> <li>• <i>Students are invited to assess their own work and make improvements.</i></li> <li>• <i>Feedback includes specific and timely guidance for at least groups of students</i></li> <li>• <i>The teacher attempts to engage students in self- or peer-assessment.</i></li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>There is evidence that students have helped establish the evaluation criteria.</i></li> <li>• <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i></li> <li>• <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i></li> <li>• <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i></li> <li>• <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>A student asks: "How is this assignment going to be graded?"</i></li> <li>• <i>A student asks "Does this quiz count towards my grade?"</i></li> <li>• <i>The teacher forges ahead with a presentation without checking for understanding.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher asks: "does anyone have a question?"</i></li> <li>• <i>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</i></li> <li>• <i>The teacher, after receiving a</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i></li> <li>• <i>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</i></li> <li>• <i>The teacher asks students to look over</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them.</i></li> <li>• <i>While students are working, the teacher circulates providing specific feedback to individual students.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>The teacher says: “good job, everyone”</i></li> </ul>	<p><i>correct response from one student, continues, without ascertaining whether all students understand the concept.</i></p>	<p><i>their papers to correct their errors.</i></p>	<ul style="list-style-type: none"> <li>• <i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding</i></li> <li>• <i>Students offer feedback to their classmates on their work.</i></li> <li>• <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i></li> </ul>
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Component	3e: Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> <li>• Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i></li> <li>• Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i></li> <li>• Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• <i>Incorporation of student interests and events of the day into a lesson</i></li> <li>• <i>Visible adjustment in the face of student lack of understanding</i></li> <li>• <i>Teacher seizing on a “teachable moment”</i></li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• <i>Teacher ignores indications of student boredom or lack of understanding.</i></li> <li>• <i>Teacher brushes aside student questions.</i></li> <li>• <i>Teacher makes no attempt to incorporate student interests into the lesson.</i></li> <li>• <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></li> <li>• <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher's efforts to modify the lesson are only partially successful.</i></li> <li>• <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i></li> <li>• <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i></li> <li>• <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i></li> <li>• <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i></li> <li>• <i>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</i></li> <li>• <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i></li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>The teacher's adjustments to the lesson are designed to assist individual students.</i></li> <li>• <i>Teacher seizes on a teachable moment to enhance a lesson.</i></li> <li>• <i>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.</i></li> <li>• <i>In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</i></li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "We don't have time for that today."</i></li> <li>• <i>The teacher makes no attempt to adjust the lesson based on student confusion.</i></li> <li>• <i>The teacher says: "If you'd just pay attention, you could understand this."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i></li> <li>• <i>The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i></li> <li>• <i>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it's partially successful..</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "That's an interesting idea; let's see how it fits."</i></li> <li>• <i>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</i></li> <li>• <i>The teacher says: "Let's try this way, and then uses another approach."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</i></li> <li>• <i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i></li> <li>• <i>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</i></li> </ul>

Domain 4:	<b>Professional Responsibilities</b>
4a: Reflecting on Teaching	<p>Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a are:</p> <ul style="list-style-type: none"> <li>• Accuracy: <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i></li> <li>• Use in future teaching: <i>In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson.</li> <li>• Citations of adjustments to practice, drawing on a repertoire of strategies.</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>The teacher makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a general sense of whether or not instructional practices were effective.</li> <li>The teacher offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accurately assesses the effectiveness of instructional activities used</li> <li>The teacher identifies specific ways in which a lesson might be improved.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness</li> <li>Teacher's suggestions for improvement draw on an extensive repertoire.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</li> <li>The teacher says: "That was awful; I wish I knew what to do!"</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the lesson the teacher says, "I guess that went okay."</li> <li>The teacher says: "I guess I'll try x next time."</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says: "I wasn't pleased with the level of engagement of the students."</li> <li>The teacher's journal indicates several possible lesson improvements.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</li> <li>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</li> </ul>

Domain 4:	Professional Responsibilities			
<p><b>4b:</b> <i>Maintaining Accurate Records</i></p>	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b are:</p> <ul style="list-style-type: none"> <li>• Student completion of assignments: <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</i></li> <li>• Student progress in learning: <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</i></li> <li>• Non-instructional records: <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments.</li> <li>• Systems of information regarding student progress against instructional outcomes</li> <li>• Processes of maintaining accurate non-instructional records.</li> </ul>			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>4b Maintaining Accurate Records</i></p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> <li>Absence of a system for either instructional or non-instructional records.</li> <li>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</li> <li>The teacher’s process for tracking student progress is cumbersome to use.</li> <li>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</li> <li>The teacher’s process for recording non-instructional information is both efficient and effective.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>Students contribute to and maintain data files indicating their own progress in learning.</li> <li>Students contribute to maintaining non-instructional records for the class.</li> </ul>
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> <li>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</li> <li>The teacher says, “I misplaced the writing samples for my class but it doesn’t matter – I know what the students would have scored.”</li> <li>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</li> </ul>	<ul style="list-style-type: none"> <li>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</li> <li>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system but I just don’t have time.”</li> <li>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher-creates a link on the class website which students can access to check on any missing assignments.</li> <li>The teacher’s grade book records student progress toward learning goals.</li> <li>The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.</li> </ul>	<ul style="list-style-type: none"> <li>A student-from each team maintains the database of current and missing assignments for the team.</li> <li>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</li> <li>When they bring in their permission slips for a field trip, students add their own information to the database.</li> </ul>

Domain 4:	Professional Responsibilities
<p><i>4c: Communicating with Families</i></p>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>Elements of component 4c are:</p> <ul style="list-style-type: none"> <li>• Information about the instructional program: <i>Frequent information is provided to families, as appropriate, about the instructional program.</i></li> <li>• Information about individual students: <i>Frequent information is provided to families, as appropriate, about students’ individual progress.</i></li> <li>• Engagement of families in the instructional program: <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Frequent and culturally appropriate information sent home regarding the instructional program, and student progress</li> <li>• Two-way communication between the teacher and families</li> <li>• Frequent opportunities for families to engage in the learning process.</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4c: Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• Little or no information regarding instructional program available to parents.</li> <li>• Families are unaware of their children's progress.</li> <li>• Lack of family engagement activities.</li> <li>• Culturally inappropriate communication</li> </ul>	<ul style="list-style-type: none"> <li>• School or district-created materials about the instructional program are sent home.</li> <li>• Infrequent or incomplete information sent home by teachers about the instructional program.</li> <li>• Teacher maintains school-required grade book but does little else to inform families about student progress.</li> <li>• Teacher communications are sometimes inappropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the instructional program is available on a regular basis.</li> <li>• The teacher sends information about student progress home on a regular basis.</li> <li>• Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> </ul>
<i>Possible Examples</i>	<ul style="list-style-type: none"> <li>• A parent says, "I'd like to know what my kid is working on at school!"</li> <li>• A parent says, "I wish I knew something about my child's progress before the report card comes out."</li> <li>• A parent says, "I wonder why we never see any school work come home."</li> </ul>	<ul style="list-style-type: none"> <li>• A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</li> <li>• A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</li> <li>• Weekly quizzes are sent home for parent/guardian signature.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.</li> <li>• The teacher-created monthly progress report sent home for each student.</li> <li>• The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.</li> </ul>	<ul style="list-style-type: none"> <li>• Students-create materials for "Back to School" night that outline the approach for learning science</li> <li>• Student daily reflection log describes learning and go home each week for a response from a parent or guardian.</li> <li>• Students-design a project on charting family use of plastics.</li> </ul>

Domain 4:	<b>Professional Responsibilities</b>			
4d: Participating in a Professional Community	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues: <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.</i></li> <li>• Involvement in a culture of professional inquiry: <i>Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.</i></li> <li>• Service to the school: <i>Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects.</i></li> <li>• Participation in school and district projects: <i>Teachers contribute to and support larger school and district projects designed to improve the professional community.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Regular teacher participation with colleagues to share and plan for student success.</li> <li>• Regular teacher participation in professional courses or communities that emphasize improving practice.</li> <li>• Regular teacher participation in school initiatives.</li> <li>• Regular teacher participation and support of community initiatives.</li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
4d: <i>Participating in a Professional Community</i>	Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.



<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> <li>• The teacher’s relationship with colleagues is characterized by negativity or combativeness.</li> <li>• The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The teacher avoids involvement in school activities and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has pleasant relationship with colleagues.</li> <li>• When invited, the teacher participates in activities related to professional inquiry.</li> <li>• When asked, the teacher participates in school activities, and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher regularly participates in activities related to professional inquiry.</li> <li>• The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The teacher regularly contributes to and leads events that positively impact school life.</li> <li>• The teacher regularly contributes to and leads significant school district and community projects.</li> </ul>
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> <li>• The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</li> <li>• The teacher L does not attend PLC meetings.</li> <li>• The teacher does not attend any school function after the dismissal bell.</li> <li>• The teacher says, “I work from 8:30 to 3:30 and not a minute more – I won’t serve on any district committee unless they get me a substitute to cover my class.”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is polite, but never shares any instructional materials with his grade partners.</li> <li>• The teacher only attends PLC meetings when reminded by her supervisor.</li> <li>• The principal says, “I wish I didn’t have to ask the teacher to “volunteer” every time we need someone to chaperone the dance.</li> <li>• The teacher only contributes to the district Literacy committee when requested by the principal.</li> </ul>	<ul style="list-style-type: none"> <li>• The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</li> <li>• The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</li> <li>• The basketball coach is usually willing to chaperone the 9<sup>th</sup> grade dance because she knows all of her players will be there.</li> <li>• The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of US history to the course writing team.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher leads the “mentor” teacher group at school, devoted to supporting new teachers during their first years of teaching.</li> <li>• The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</li> <li>• The teacher leads the school’s annual “Olympics” day, involving all students and faculty in athletic events.</li> <li>• The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.</li> </ul>

Domain 4:	<b>Professional Responsibilities</b>			
<i>4e: Growing and Developing Professionally</i>	<p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill: <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.</i></li> <li>• Receptivity to feedback from colleagues: <i>Teachers actively pursue networks that provide collegial support and feedback.</i></li> <li>• Service to the profession: <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Frequent teacher attendance in courses and workshops; regular academic reading.</li> <li>• Participation in learning networks with colleagues; feedback freely shared</li> <li>• Participation in professional organizations supporting academic inquiry.</li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4e: Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> <li>• The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher ignores invitations to join professional organizations or attending conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates in professional activities when required or when provided by the school district.</li> <li>• The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>

<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> <li>• The teacher never takes continuing education courses, even though the credits would increase his salary.</li> <li>• The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</li> <li>• Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher politely attends district workshops and professional development days, but doesn’t make much use of the materials received.</li> <li>• The teacher listens to his principal’s feedback after a lesson, but isn’t sure that the recommendations really apply in his situation.</li> <li>• The teacher P joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn’t feel it’s worth too much of her time.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</li> <li>• The teacher enjoys her principal’s weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</li> <li>• The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students’ conceptual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</li> <li>• The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</li> <li>• The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</li> </ul>
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Domain 4:	Professional Responsibilities			
4f: Showing Professionalism	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f are:</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct: <i>Teachers act with integrity and honesty.</i></li> <li>• Service to students: <i>Teachers put students first in all considerations of their practice.</i></li> <li>• Advocacy: <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs.</i></li> <li>• Decision-making: <i>Teachers solve problems with students' needs as a priority.</i></li> <li>• Compliance with school and district regulations: <i>Teachers adhere to policies and procedures.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>• Teacher has a reputation as someone who can be trusted and is often sought as a sounding board.</li> <li>• During committee or planning work, teacher frequently reminds participants that the students are the utmost priority.</li> <li>• Teacher will support students, even in the face of difficult situations or conflicting policies.</li> <li>• Teachers challenge existing practice in order to put students first.</li> <li>• Teacher consistently fulfills school district mandates regarding policies and procedures.</li> </ul>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> <li>• Teacher is dishonest.</li> <li>• Teacher does not notice the needs of students.</li> <li>• The teacher engages in practices that are self-serving.</li> <li>• The teacher willfully rejects school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is honest.</li> <li>• Teacher notices the needs of students, but is inconsistent in addressing them.</li> <li>• Teacher does not notice that some school practices result in poor conditions for students.</li> <li>• Teacher makes decisions professionally, but on a limited basis.</li> <li>• Teacher complies with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is honest and known for having high standards of integrity.</li> <li>• Teacher actively addresses student needs.</li> <li>• Teacher actively works to provide opportunities for student success.</li> <li>• Teacher willingly participates in team and departmental decision-making.</li> <li>• Teacher complies completely with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• Teacher is highly proactive in serving students.</li> <li>• Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• Teacher takes a leadership role in team and departmental decision-making.</li> <li>• Teacher takes a leadership role regarding school district regulations.</li> </ul>
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> <li>• The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</li> <li>• The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</li> <li>• The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</li> <li>• When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</li> <li>• The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.</li> <li>• The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it.</li> <li>• The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</li> <li>• When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</li> <li>• The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</li> <li>• Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</li> <li>• The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</li> <li>• The English department chair says, "I appreciate when .... attends our after school meetings – he always contributes something meaningful to the discussion.</li> <li>• The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</li> </ul>	<ul style="list-style-type: none"> <li>• When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</li> <li>• After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.</li> <li>• The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</li> <li>• The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</li> <li>• When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</li> </ul>