

## Sources of Evidence for FFT Domains

Domain and Component	Sources of Evidence		
Domain 1 Planning and Preparation	Examples of Proficient Practices	Examples of Distinguished Practices	Artifacts
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>○ Knowledge of content and the structure of the discipline</li> <li>○ Knowledge of prerequisite relationships</li> <li>○ Knowledge of content-related pedagogy</li> </ul>	<p><b>Knowledge of Content and the Structure of the Discipline</b> (displays <i>solid knowledge</i> in the important concepts in the discipline and how these <i>relate to one another</i>)</p> <ul style="list-style-type: none"> <li>○ T consistently provides a clear explanation of the content verbally to students</li> <li>○ T answers students' questions accurately</li> <li>○ T provides feedback to Ss that furthers their learning</li> <li>○ T relates concepts within the discipline to one another</li> <li>○ T coaches or mentors other teachers on the content</li> <li>○ T's plans reflect an understanding of which concepts are central to the discipline and which are peripheral</li> </ul> <p><b>Knowledge of Prerequisite Relationships</b> (teacher's plans and practice reflect <i>accurate understanding</i> of prerequisite relationships among topics and concepts)</p> <ul style="list-style-type: none"> <li>○ T plans instruction that scaffolds skills and concepts to build student understanding</li> <li>○ T relates the skills and concepts of the discipline to other skills and concepts within the discipline</li> <li>○ T plans learning experiences that build on the students' prior understanding of the skills and concepts</li> <li>○ T designs questions that build on students' background in the content area</li> </ul>	<p><b>Knowledge of Content and the Structure of the Discipline</b> (displays <i>extensive knowledge</i> of the important concepts in the discipline and how these relate to <i>both one another and to other disciplines</i>)</p> <ul style="list-style-type: none"> <li>○ T consistently provides multiple, clear explanations if the content both verbally and in writing to students</li> <li>○ T answers questions accurately with multiple explanations</li> <li>○ T provides extensive feedback to students that further their learning</li> <li>○ T relates concepts to others within the discipline and to concepts in other disciplines</li> <li>○ T is able to identify the important concepts of the discipline and relate those concepts across disciplines</li> <li>○ T coaches, mentors, and provides professional development on the content</li> <li>○ T's plans reflect an understanding of the complexities of the discipline</li> </ul> <p><b>Knowledge of Prerequisite Relationships</b> (teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and the necessity of students <i>linking cognitive structures</i> to ensure understanding)</p> <ul style="list-style-type: none"> <li>○ T accurately assesses student understanding of the content and designs instruction that scaffolds skills and concepts for individual students</li> <li>○ T relates skills and concepts of the discipline to skills and concepts of the other disciplines to help students make connections</li> <li>○ T plans learning experiences that build on individual students' prior understanding of the skills and concepts</li> <li>○ T designs questions that uncover students' misconceptions to address gaps in student understanding</li> </ul>	<ul style="list-style-type: none"> <li>*Student Chart of Demonstration of Prerequisite Knowledge</li> <li>*Backward Design Curriculum Map</li> <li>*Misconception Template</li> </ul>

	<p><b>Knowledge of Content-Related Pedagogy</b> (teacher's plans and practice reflect a familiarity with a <b>wide range of effective</b> pedagogical approaches in the discipline)</p> <ul style="list-style-type: none"> <li>○ T selects appropriate strategies to engage students in the content</li> <li>○ T is able to plan alternative strategies to engage students in the content</li> <li>○ T is able to plan alternative strategies within a lesson to meet the learning needs of most students</li> <li>○ T selects strategies that best align with the concepts being taught</li> <li>○ T is open to trying new strategies to help students understand the content</li> </ul>	<p><b>Knowledge of Content-Related Pedagogy</b> (teacher's plans and practice reflect a familiarity with a wide range of effective pedagogical approaches in the discipline and <b>anticipate student misconceptions</b>)</p> <ul style="list-style-type: none"> <li>○ T selects appropriate strategies to engage all students in the content, including those with special needs</li> <li>○ T is able to plan multiple strategies within a lesson to meet the learning needs of all students</li> <li>○ T selects multiple strategies that clearly align with the concepts being taught</li> <li>○ T incorporates new strategies in planning documents to help students understand the content</li> <li>○ T anticipates student misconceptions and addresses them in planning the lesson</li> </ul>	
<p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>○ Knowledge of child and adolescent development</li> <li>○ Knowledge of the learning process</li> <li>○ Knowledge of students' skills, knowledge, and language proficiency</li> <li>○ Knowledge of students' interests and cultural heritage</li> <li>○ Knowledge of students' special needs</li> </ul>	<p><b>Knowledge of Child and Adolescent Development</b> (teacher displays <b>accurate</b> understanding of the <b>typical</b> developmental characteristics of the age-group, as well as <b>exceptions</b> to the general patterns)</p> <ul style="list-style-type: none"> <li>○ T develops lessons that are developmentally appropriate for the age level</li> <li>○ T assesses students learning through developmentally appropriate methods</li> <li>○ T plans learning activities and experiences that reflect an understanding of the needs of the age-group</li> <li>○ T gathers information through informal observations during instructional activities and during less structured times, such as lunch, recess, assemblies, and homeroom</li> <li>○ T describes, orally or in writing, how the exceptions to the general development of the age-group are relevant to a lesson or unit</li> </ul> <p><b>Knowledge of the Learning Process</b> (knowledge of how students learn is <b>accurate and current</b>, and the teacher applies this knowledge to the <b>class as a whole</b> and to <b>groups of students</b>)</p>	<p><b>Knowledge of Child and Adolescent Development</b> (in addition to accurate knowledge of the typical development characteristics of the age-group and exceptions to the general patterns, the teacher displays knowledge of the <b>extent to which individual student follow the general patterns</b>)</p> <ul style="list-style-type: none"> <li>○ T consistently develops lessons that are intellectually, emotionally and socially appropriate for the age level and modifies these lessons for students who do not follow the general pattern of development</li> <li>○ T assesses student learning through developmentally appropriate methods and differentiates for those learners who may have different needs.</li> <li>○ T paces lessons to maximize learning for the age-group and adjusts for those students who need an accelerated or slower pace</li> <li>○ T plans learning activities and experiences that reflect an understanding of the needs of each individual student in the age-group</li> <li>○ T identifies which students reflect exceptions and make referrals to programs such as gifted or special education is appropriate</li> <li>○ T is aware of students whose social or intellectual development is asynchronous and adapts instruction accordingly</li> </ul> <p><b>Knowledge of the Learning Process</b> (displays <b>extensive</b> and <b>subtle</b> understanding of how students learn and applies this knowledge to <b>individual students</b>)</p>	<p>*T log of S antidotal notes *T Chart of S Family Information *T journal of Student Interests, Strengths, Challenges *S Learning Modality Survey Results *S Essential Skill Checklist/Grad ebook *Letter to Send Home to Students Before School Starts ○ *Ss Modificatio ns and Accommod ations Checklist</p>

	<ul style="list-style-type: none"> <li>○ Lesson plans include some activities in which s are engaged in inquiry</li> <li>○ T plans to make thinking skills explicit in instruction, labeling, and identifying such cognitive processes as comparing, analyzing, applying, translating, predicting, and evaluating</li> <li>○ Lesson plans make use of mental models, thinking maps, and visual tools for problem-solving and decision-making appropriate for the developmental stage of students</li> <li>○ T understand the current research on the brain and its connection to student learning</li> <li>○ T understands how the students' preexisting knowledge relates to how they develop new understandings</li> <li>○ T understands that learning is a reciprocal process, in which individuals influence group thinking and vice versa, and designs activities accordingly</li> </ul> <p><b>Knowledge of Students' Skills, Knowledge, and Language Proficiency</b> (<i>recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students</i>)</p> <ul style="list-style-type: none"> <li>○ T studies standardized and state test results, diagnostic test results, and report cards from the prior and current year and draws conclusions for groups of students for instructional planning</li> <li>○ T uses ongoing assessment strategies, including pre-tests, to ascertain the skill levels of students</li> <li>○ T uses accurate skills-level assessments to flexibly group and regroup students in learning activities</li> <li>○ T gathers information through observations of s in instructional and non-instructional activities</li> <li>○ T includes in a parent survey questions about students' language proficiency and provides a translation of the survey when needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson plans make extensive use of activities in which students engage in inquiry to construct their understanding of concepts</li> <li>○ T develops a comprehensive learning profile for each student that includes not only learning style preference but also intelligence preferences, culture-influenced preferences, and gender-based preferences</li> <li>○ T understands the current research on the brain and its connection to student learning and regularly uses that information to design lessons</li> <li>○ T regularly uses students' prior knowledge in planning lessons that further their understandings</li> <li>○ T differentiates instruction to meet the learning needs of the individual students</li> <li>○ Students are self-aware of the ways they learn best and can make classroom choices based on their preferences</li> <li>○ T provides opportunities for students metacognition in the lesson design</li> </ul> <p><b>Knowledge of Students' Skills, Knowledge, and Language Proficiency</b> (<i>displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information</i>)</p> <ul style="list-style-type: none"> <li>○ T studies standardized and state test results, diagnostic test results, and report cards from the prior and current year and draws conclusions for groups of students for instructional planning</li> <li>○ T uses ongoing assessment strategies to ascertain the skill levels of the students and uses that information to tailor instruction for individual students</li> <li>○ T has a formal method, which incorporates multiple data sources, for recording ongoing skill and language proficiency assessments</li> <li>○ T's strategy for maintaining individual student information is easily accessible by other professionals and by parents and students as appropriate</li> <li>○ Students maintain and update a profile of their own knowledge and skills, using technology as appropriate</li> <li>○ T conferences with each student prior to end of each marking period, inviting student reflection on progress and the next steps for growth</li> <li>○ T keeps anecdotal, running records on individual students beyond those for whom it is required by an individual education program (IEP) or other policy.</li> </ul>	
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	<p><b>Knowledge of Students' Interests and Cultural Heritage</b> (<i>recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for <b>groups of students</b></i>)</p> <ul style="list-style-type: none"> <li>○ T has students complete an interest survey and uses this information when designing learning experiences for groups of students</li> <li>○ T solicits information from parents or guardians about their student and takes that information into account when designing learning experiences</li> <li>○ T examines resources and materials for cultural sensitivity</li> <li>○ T holds individual interviews with each s during the first week of the course or term or upon enrollment</li> <li>○ T writes a letter to s to welcome them on the first day of class, and S respond in a letter to tell the teacher about their interests</li> <li>○ Ss maintain interactive journals with the teacher</li> <li>○ T plans homework assignments or projects that offer opportunities for Ss to explore their families' cultural heritage and share it with the class</li> </ul> <p><b>Knowledge of Students' Special Needs</b> (<i>aware of students' special learning and medical needs</i>)</p> <ul style="list-style-type: none"> <li>○ T meets with other school personnel, such as the school nurse, guidance counselor, or special educator, to understand the needs of Ss</li> <li>○ T maintains records that pertain to the medical or learning needs to substitutes or other adults who interact with the class</li> <li>○ T has a system for relating pertinent medical or learning needs to substitutes or other adults who interact with the class</li> <li>○ T is mindful of designing lessons that accommodate the medical or learning needs of Ss</li> <li>○ T proactively seeks and uses reports form physicians, counselors, instructional coaches, or parents to build relationships with individual Ss.</li> </ul>	<p><b>Knowledge of Students' Interests and Cultural Heritage</b> (<i>recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for <b>individual students</b></i>)</p> <ul style="list-style-type: none"> <li>○ T has students complete an interest survey and uses this information to design individual learning experiences</li> <li>○ T solicits information from parents or guardians about their students and takes this into account when designing learning experiences from individual students</li> <li>○ T regularly designs lessons that allow for individual choice</li> <li>○ T experiences cultural traditions and practices firsthand, such as by attending an event at the local cultural center, and uses this experimental learning when designing lessons</li> <li>○ T examines resources and materials for cultural sensitivity and adjusts material, resources, and the lesson design as appropriate</li> <li>○ T's lesson plan reflects student initiated ideas for incorporating culturally relevance activities and assignments</li> <li>○ T understands cultural expectations while being sensitive to the individual variations within the cultural group</li> <li>○ T attends cultural events in the community to enhance understanding of and appreciation for the culture</li> </ul> <p><b>Knowledge of Students' Special Needs</b> (<i>Possesses information about each students learning and medical needs, <b>collecting such information</b> from a variety of sources</i>)</p> <ul style="list-style-type: none"> <li>○ T meets regularly with other school personnel, such as the school nurse, guidance counselor, or special educator, to understand the current needs of each individual student</li> <li>○ T maintains regularly updated records that pertain to the medical or learning of each student</li> <li>○ T has a system for relating pertinent medical or learning needs to substitutes or other adults who interact with the students and for following up afterward</li> <li>○ T carefully designs lessons that accommodate the medical or learning needs of students, are inclusive, and do not appear to be unlike the lessons of students who do not have medical or special learning needs</li> <li>○ T proactively organizes ongoing information exchange</li> </ul>	
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		with other classroom teachers of special needs children they have in common.	
<p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>○ Value, sequence, and alignment</li> <li>○ Clarity</li> <li>○ Balance</li> <li>○ Suitability for diverse learners</li> </ul>	<p><b>Value, Sequence, and Alignment</b> (<i>most</i> outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a <b>sequence of learning</b>)</p> <ul style="list-style-type: none"> <li>○ T uses national, state, or local standards to align outcomes and shows in writing or orally the connection of individual lesson outcomes to standards</li> <li>○ Outcomes represent the big ideas of the discipline but are tailored for the lesson and unit</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning</li> <li>○ T's plan references previous lessons and units to sequence outcomes in the discipline</li> </ul> <p><b>Clarity</b> (<i>all</i> the instructional outcomes are <b>clear</b> and <b>written in the form of student learning</b>. <i>Most</i> suggest viable methods of assessment)</p> <ul style="list-style-type: none"> <li>○ T describes the instructional outcomes in terms of what students will <i>learn</i> rather than what students will <i>do</i></li> <li>○ Outcomes are specific and doable in the time allotted</li> <li>○ Outcomes are written with consideration of how students will demonstrate their achievement of the outcomes</li> <li>○ T plans how to show students the connection between the current outcome and previous outcomes</li> <li>○ T solicits feedback from colleagues on the clarity of outcomes and makes revisions accordingly</li> </ul> <p><b>Balance</b> (outcomes reflect <i>several types of learning and opportunities for coordination</i>)</p> <ul style="list-style-type: none"> <li>○ T develops outcomes related to social skills, thinking skills, task management, and knowledge-related outcomes</li> <li>○ Outcomes coordinate with learning among several</li> </ul>	<p><b>Value, Sequence, and Alignment</b> (<i>All</i> outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning <b>both in the discipline and in related disciplines</b>)</p> <ul style="list-style-type: none"> <li>○ T regularly develops outcomes based on national, state, or local standards</li> <li>○ Outcomes represents the big ideas of the discipline and connect to the big ideas of other disciplines</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning in related disciplines</li> <li>○ Outcomes represent deep understanding of the content that can be transferred to other content areas</li> <li>○ T's plan shows use of curricular frameworks, blueprints, or other references to ensure accurate sequencing of outcomes in this discipline</li> </ul> <p><b>Clarity</b> (<i>all</i> the outcomes are clear and written in the form of student learning and permit viable methods of assessment)</p> <ul style="list-style-type: none"> <li>○ T describes the instructional outcomes in terms of what students will learn rather than what students will do. Outcomes are written in terms that students can understand</li> <li>○ Outcomes are specific, doable, and allow for informal assessment within the time allotted</li> <li>○ T and students work together to determine how students will demonstrate understanding of the outcome</li> <li>○ T and students make connections between the current outcome and previous outcomes</li> <li>○ T audits outcomes from previous units, terms, or years to check for clarity and revises outcomes as necessary</li> <li>○ T audits outcomes from previous units, terms, or years to check alignment with assessment measure and revises outcomes or assessments as necessary</li> </ul> <p><b>Balance</b> (outcomes reflect several different types of learning and opportunities for <b>both coordination and integration</b>)</p> <ul style="list-style-type: none"> <li>○ Instructional outcomes represent the different types of learning and also permit students to integrate their</li> </ul>	<p>*Essential Learning Target Analysis</p> <p>*Instructional Outcomes Knowledge/Skills Chart</p> <ul style="list-style-type: none"> <li>○ *Differentiated Instructional Lesson Plans</li> </ul>

	<p>disciplines</p> <ul style="list-style-type: none"> <li>○ T plans lessons that require factual and higher-order thinking skills</li> <li>○ Process and content align with the outcome</li> <li>○ T develops a matrix or spreadsheet to track different types of instructional outcomes – factual, conceptual, reasoning, social, management, and communication – to assess the balance of outcomes over time</li> <li>○ Most outcomes push Ss to take appropriate educational risks</li> </ul> <p><b>Suitability for Diverse Learners</b> (<i>most</i> of the outcomes are <b>suitable</b> for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students <i>may</i> or <i>may not</i> be accommodated)</p> <ul style="list-style-type: none"> <li>○ T considers students' cultures, special needs, and skill levels when planning instructional outcomes for groups of students</li> <li>○ T plans instructional strategies that allow most students to achieve the outcomes</li> <li>○ T plans for choice by groups of students to work toward achieving outcomes</li> </ul>	<p>learning across several disciplines</p> <ul style="list-style-type: none"> <li>○ Students demonstrate that they've achieved outcomes through processes, such as writing or presentation, that integrated with other disciplines</li> <li>○ Teacher presents lessons that require higher-order thinking; students are responsible for searching out the necessary factual information</li> <li>○ Processes and content directly align with the outcome and to other disciplines</li> <li>○ T develops a matrix or spreadsheet to track different types of instructional outcomes to assess the balance of outcomes for each student over time</li> <li>○ Outcomes are differentiated to encourage individual students to take appropriate educational risks</li> </ul> <p><b>Suitability for Diverse Learners</b> (based on <b>comprehensive assessment</b> of student learning and take into account the varying needs of <b>individual students or groups</b>)</p> <ul style="list-style-type: none"> <li>○ T considers students cultures, special needs, and skill levels when planning instructional outcomes for students, individualizing where necessary</li> <li>○ T differentiates the learning experiences so that each student can work toward achieving the outcomes</li> <li>○ T differentiates the assessment of students achievement of the outcomes</li> <li>○ T plans learning experiences around the outcomes that are culturally sensitive, as well as sensitive to the special needs and skill levels of each student</li> </ul>	
<p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>○ Resources for classroom use</li> <li>○ Resources to extend content knowledge and pedagogy</li> <li>○ Resources for students</li> </ul>	<p><b>Resources for Classroom Use</b> (teacher displays <b>awareness</b> of resources available for classroom use through the school or district and <b>some familiarity</b> with resources outside the school and on the Internet)</p> <ul style="list-style-type: none"> <li>○ T selects several resources for students use</li> <li>○ T selects resources that contain the same content but are written at varying reading levels</li> <li>○ T extends the lesson with resources outside of the classroom, such as guest speakers and field experiences</li> <li>○ T prepares Ss to use the Internet appropriately and provides Ss with access to the Internet as a tool for extending their learning</li> <li>○ T appropriately incorporates Internet resources, such as a virtual tour of the Smithsonian, with classroom instruction</li> <li>○ T often uses resources from professional organizations to support S learning</li> </ul>	<p><b>Resources for Classroom Use</b> (knowledge of resources for classroom use is extensive and includes resources available through the school or district, in the community, through professional organizations and universities, and on the internet)</p> <ul style="list-style-type: none"> <li>○ T offers students a variety of resources from which to choose</li> <li>○ T offers student resources that contain the same content written at reading levels that match the students levels</li> <li>○ T extends the lesson with resources outside of the classroom, such as guest speakers, field experiences, and so forth, and connects the resources to other disciplines</li> <li>○ T gives students access to researched sites on the internet</li> <li>○ T explores the resources that are singular and unique to the topics or concepts under study that are available at the local public library, local businesses, and local colleges</li> </ul>	<p>*Resources for Lesson Chart (guests and materials)  *Local Expert Checklist  *Resource Log for Teachers of School Resources  *Community Resources for Student Reference Book</p>

	<ul style="list-style-type: none"> <li>○ T incorporates the media center, computer lab, and other school resources in lesson activities and assignments</li> <li>○ T incorporates community resources such as Junior Achievement projects, business mentors, fire, bike, and vehicle safety drills, science trunks, history primary sources, and art museum works-on-loan to enrich and complement lesson objectives</li> </ul> <p><b>Resources to Extend Content, Knowledge and Pedagogy</b> (teacher displays <i>awareness</i> of resources to enhance content and pedagogical knowledge available through the school or district and has <i>some familiarity</i> with resources outside the school and on the Internet)</p> <ul style="list-style-type: none"> <li>○ T uses multiple avenues, including the Internet, to deepen content knowledge</li> <li>○ T explores district offerings that enhance content knowledge or pedagogical knowledge</li> <li>○ T works with colleagues through both structural means—such as a lesson study, professional learning communities, critical friends groups, and groups that look at student work – and more informal means, such as team meetings, to expand content knowledge or pedagogical skill</li> <li>○ T explores connections with professional organizations to enhance knowledge of the content</li> <li>○ T explores options offered by universities to deepen professional content knowledge as well as student content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ T provides resources that match students skill levels</li> <li>○ T regularly researches resources on the internet, checking them for validity and appropriateness, and keeps updated electronic files of resources that include but are not limited to websites.</li> <li>○ T regularly uses resources from professional organizations to support student learning</li> <li>○ T had an ongoing relationship with colleges and universities that support student learning</li> <li>○ T compiles a list of resources that publish student work and recommends work for publication</li> <li>○ T develops a parent partner list, eliciting ideas from parents, and provides opportunities for parents themselves to share careers, hobbies, service, or civic action to enrich classroom instruction</li> <li>○ T keeps a log of contacts with external resources that includes evaluative comments about the experience and recommendations for improvement</li> </ul> <p><b>Resources to Extend Content, Knowledge and Pedagogy</b> (knowledge of resources to enhance content and pedagogical knowledge is <i>extensive</i>, including resources available through the school or district, in the community, through professional organizations and universities on the internet)</p> <ul style="list-style-type: none"> <li>○ T researches internet information about content and checks the information for bias, validity, and authenticity</li> <li>○ T advocates for school and district support to enhance knowledge or pedagogical skill</li> <li>○ T regularly seeks out colleagues with whom to share and expand content knowledge or pedagogical skill</li> <li>○ T has an ongoing connection to professional organizations that enhance knowledge of content and pedagogy</li> <li>○ T had an ongoing relationship with colleges and universities to enhance professional content knowledge as well as student content knowledge</li> <li>○ T investigates opportunities for participating in internships, shadowing, mentoring, and apprenticeships in business, industry, health, law, and other areas to stay current in a discipline, its knowledge base and skill, and related careers</li> <li>○ T seeks student critique of specific instructional material</li> <li>○ T invites students, as appropriate, for membership on the textbook selection committee at the department, school, or district level</li> </ul>	
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	<p><b>Resources for Students</b> (teacher displays <i>awareness</i> of resources for students available through the school or district and <i>some familiarity</i> with resources outside the school and on the Internet)</p> <ul style="list-style-type: none"> <li>○ T creates lists of community resources and Web sites and makes them available to Ss in multiple formats, including electronically on the school or classroom Web site.</li> <li>○ T suggests resources that are available to Ss outside of school, such as the local public libraries and museums</li> <li>○ T provides resources that match various levels of Ss' skills</li> <li>○ T encourages Ss to use resources to expand learning beyond the school term or year, including resources for summer or vacation time</li> <li>○ T compiles a list of school and district resources, including social, health, and cultural as well as academic, for Ss and shares it with the team or school</li> <li>○ T makes direct contact with a resource contact or liaison to determine the availability and procedures for accessing the resource (e.g., social service agency)</li> </ul>	<p><b>Resources for Students</b> (Teachers knowledge of resources for students is <i>extensive</i>, including knowledge of resources available through the school or district, in the community, and on the internet)</p> <ul style="list-style-type: none"> <li>○ T provides an extensive, annotated, and current selection of resources for student use and encourages students to add to the classroom collection of resources</li> <li>○ T required students to use outside resources to expand independent student learning</li> <li>○ T, independently or in collaboration with others, organizes a resource fair to familiarize parents and students with resources available in the community</li> <li>○ T fosters student involvement in contests, enrichment activities, and competitions that nurture student talents and special needs</li> <li>○ T keeps logs of students contact and involvement with external resources that include evaluative comments about the experiences</li> <li>○ T develops personal relationships with resource contact or liaison so that immediate access is available for students when needed</li> <li>○ T assumes leadership in familiarizing colleagues with their responsibilities in recognizing signals of students who need assistance and the resources available to help them</li> </ul>	
<p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>○ Learning activities</li> <li>○ Instructional materials and resources</li> <li>○ Instructional groups</li> <li>○ Lesson and unit structure</li> </ul>	<p><b>Learning Activities</b> (<i>all</i> of the learning activities are <i>suitable</i> to students or to the instructional outcomes and <i>most</i> represent <i>significant</i> cognitive challenge, with <i>some differentiation</i> for different groups of Ss)</p> <ul style="list-style-type: none"> <li>○ T ensures that units and lessons support instructional outcomes, reflecting important concepts of the content</li> <li>○ T designs an instructional map that builds on prior knowledge of groups of students and moves learning forward</li> <li>○ Activities present students with opportunities for high-level thinking</li> <li>○ Activities permit S choice and offer opportunities for Ss to work with their classmates</li> <li>○ Learning experiences all align to the desired instructional outcomes</li> </ul>	<p><b>Learning Activities</b> (learning activities are <i>highly suitable</i> to diverse learners and support the instructional outcomes. They are <i>all</i> designed to engage students in high-level cognitive activity and are <i>differentiated for individual learners</i>, as appropriate)</p> <ul style="list-style-type: none"> <li>○ T tightly aligns units and lessons to instructional outcomes, reflecting important concepts of the content</li> <li>○ T designs an instructional map that builds on the prior knowledge of individual students to move all learners forward</li> <li>○ Activities present students with increasingly complex opportunities for high-level thinking and are suitable for the range of student in the class</li> <li>○ Activities permit student choice and provide opportunities for students to work with others, building on individual student strengths</li> <li>○ Learning experiences directly align with the desired instructional outcomes and connect to other disciplines</li> </ul>	<p>*Lesson Plans *Teacher Curriculum Roadmaps *Instruction Group Planning Guide and/or chart</p>

	<p><b>Instructional Materials and Resources</b> (<i>all</i> of the materials and resources are <i>suitable</i> to students, <i>support the instructional outcomes</i>, and are <i>designed to engage</i> students in meaningful learning)</p> <ul style="list-style-type: none"> <li>○ T finds a collection of materials and resources that support the intended learning</li> <li>○ The learning resources are varied</li> <li>○ The materials and resources appropriately challenge the Ss</li> <li>○ The materials and resources engage Ss in their learning</li> <li>○ T revises commercially developed materials and resources to ensure that they are suitable</li> </ul> <p><b>Instructional Groups</b> (instructional groups are <i>varied</i> as appropriate to the students and the different instructional outcomes)</p> <ul style="list-style-type: none"> <li>○ T considers the intended learning of the lesson when determining groups</li> <li>○ T considers the different learning needs of the sSs when determining groups</li> <li>○ T considers the number of Ss per group that will maximize learning</li> <li>○ T can demonstrate through a matrix or chart use of a variety of grouping strategies</li> </ul> <p><b>Lesson and Unit Structure</b> (lesson or unit has a <i>clearly defined structure</i> around which activities are organized. Profession of activities is <i>even</i>, with <i>reasonable time allocations</i>)</p>	<p><b>Instructional Materials and Resources</b> (all of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of <i>appropriate use of technology</i> and of <i>student participation</i> in selecting or adapting materials)</p> <ul style="list-style-type: none"> <li>○ T identifies learning collection of materials and resources that tightly align with the intended learning</li> <li>○ The resources are varied and include technological resources and suggestions from students</li> <li>○ The materials and resources are differentiated and are appropriately challenging to every student</li> <li>○ The resources and materials engage all students in their learning</li> <li>○ T revises commercially developed materials and resources to ensure that they are suitable, making revisions as needed</li> <li>○ T solicits students' critiques of piloted instructional materials and uses the comments in making a final decision</li> </ul> <p><b>Instructional Groups</b> (instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of <i>student choice</i> in selecting the different patterns of instructional groups)</p> <ul style="list-style-type: none"> <li>○ T incorporates the intended learning of the lesson into the development of groups</li> <li>○ T considers the learning needs of each student when grouping</li> <li>○ T incorporates suggestions offered by students for the development of groups, including numbers of members, roles, and responsibilities, and group decision-making processes</li> <li>○ Students reflect on the effectiveness of the participation in groups to enhance their learning</li> <li>○ Students contribute to the teachers awareness of the effectiveness of different grouping strategies</li> </ul> <p><b>Lesson and Unit Structure</b> (lesson or unit is clear and allows for <i>different pathways</i> according to diverse student needs. The progression of activities is <i>highly</i></p>	
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	<ul style="list-style-type: none"> <li>○ T plans units and lessons that allow sufficient time for students to engage in meaningful learning that ensures that students achieve the identified outcomes</li> <li>○ T structures each activity to build on the previous activities</li> <li>○ T's plan is complete, from opening to closure</li> <li>○ Daily lesson plans show alignment and coherence with the overall unit plan</li> </ul>	<p><b>coherent.)</b></p> <ul style="list-style-type: none"> <li>○ T plans units and lessons that allow ample time for students to engage in meaningful learning that ensures that every student achieves the identified outcomes</li> <li>○ T structures each activity to expand the learning of the previous activities</li> <li>○ T structures the lesson and unit to allow students with different learning needs to meet the intended outcomes</li> <li>○ Daily lesson plans align and cohere with the overall unit plan and half-term plan</li> </ul>	
<p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>○ Congruence with instructional outcomes</li> <li>○ Criteria and standards</li> <li>○ Design of formative assessments</li> <li>○ Use of planning</li> </ul>	<p><b>Congruence with Instructional Outcomes</b> (<i>all</i> the instructional outcomes are assessed through the approach to assessment. Assessment methodologies may have been <b>adapted for groups</b> of students)</p> <ul style="list-style-type: none"> <li>○ T's lesson plans show a connection of each instructional outcome to its corresponding assessment</li> <li>○ T designs or selects each assessment to match its corresponding type of instructional outcomes (e.g., a behavioral checklist self-assessment might be an assessment for a social skills outcome)</li> <li>○ Plans for Ss to demonstrate their understanding include performances, such as writing or presentation</li> <li>○ T's lesson plans show modifications or adaptations of an assessment for groups of Ss as needed</li> </ul> <p><b>Criteria and Standards</b> (assessment criteria and standards are <b>clear</b>)</p> <ul style="list-style-type: none"> <li>○ T can clearly articulate the assessment criteria statements and descriptors of performance at several levels for most assessments</li> <li>○ T prepares and plans to explain to Ss the grading guidelines for major assessments</li> <li>○ T plans multiple assessments for Ss who may not meet standards on the first attempt</li> </ul> <p><b>Design of Formative Assessments</b> (teacher has a <b>well-developed</b> strategy for using formative assessment and has designed particular approaches)</p> <ul style="list-style-type: none"> <li>○ T develops checklists for each formative assessment and plans for students to use them</li> <li>○ T creates a matrix or spreadsheet to record by name each</li> </ul>	<p><b>Congruence with Instructional Outcomes</b> (Teacher's proposed approach to assessment <b>fully aligns</b> with the instructional outcomes in both content and process. Assessment methodologies have been <b>adapted for individual students</b> as needed.)</p> <ul style="list-style-type: none"> <li>○ T's lesson plans show modifications or adaptations of assessment for individual students</li> <li>○ T's unit plans show modifications or adaptations of assessment of learning (summative assessments) for individual students</li> <li>○ T-designed assessments are authentic- with real-world applications</li> <li>○ T develops an alternative version of the same assessment as appropriate for diverse learners</li> </ul> <p><b>Criteria and Standards</b> (assessment criteria and standards are clear, and there is evidence that the <b>students contributed</b> to the development)</p> <ul style="list-style-type: none"> <li>○ T's criteria for assessing student outcomes have been developed with student input</li> <li>○ T plans to teach students about rubrics and checklists and then invites students to participate in the development of rubrics for specific assignments or activities</li> <li>○ T uses technology in developing rubrics</li> <li>○ T collects, selects, and shares with students examples of student work at each rubric level</li> <li>○ T lets students practice using the checklists and rubrics in scoring sample student work</li> </ul> <p><b>Design of Formative Assessments</b> (teacher's approach to using formative assessment is well designed, and <b>students as well as the teacher</b> use the assessment information)</p> <ul style="list-style-type: none"> <li>○ For each formative assessment, teacher develops checklists designed to be used by both teacher and</li> </ul>	<ul style="list-style-type: none"> <li>*Choosing the Right Assessment Tool Matrix</li> <li>*Lesson Plan</li> <li>*Rubrics</li> <li>*Assessment Criteria Checklists</li> <li>*Project Exemplars</li> <li>*Checking for Understanding Formative Assessments (exit slip, thumbs up/thumbs down, whiteboard response etc)</li> <li>*Student Progress Chart</li> </ul>

	<p>formative assessment and audits the matrix for variety, frequency, and quantity</p> <ul style="list-style-type: none"> <li>○ T reflects on the usefulness and effectiveness of formative assessments</li> <li>○ T continues to add to the repertoire of formative assessment approaches or strategies</li> <li>○ T shares with colleagues that rationale behind choosing a certain formative assessment to measure S progress on a specific skills, concept, or process</li> </ul> <p><b>Use of Planning (teacher uses assessment results to plan for future instruction for <i>groups of students</i>)</b></p> <ul style="list-style-type: none"> <li>○ T's plans show how the teacher uses information from state and district tests and assessments to instruct groups of students</li> <li>○ T communicates, orally or in writing, how grouping for future instruction is based on information from formative assessments</li> <li>○ T develops new assignments and activities in response to information from assessments</li> <li>○ T participates with colleagues in collecting samples of S work and analyzing it with a common protocol</li> <li>○ T uses the results of assessments to locate and select new or varied materials and resources, including technology resources</li> </ul>	<p>students, as well as parents and peers as appropriate</p> <ul style="list-style-type: none"> <li>○ T shares with students information gained from formative assessment and invites student reflection and next steps for the class as a whole</li> <li>○ T conferences with individual students to focus on what the student has learned from the assessment and possible next steps</li> <li>○ Students are actively involved in collecting information from formative assessments</li> <li>○ Students are invited to give input about the design of new formative assessments and modifications to existing ones</li> </ul> <p><b>Use of Planning (teacher uses assessment results to plan for future instruction for <i>individual students</i>)</b></p> <ul style="list-style-type: none"> <li>○ T's plans show how the teacher uses information from state and district tests to instruct individual students</li> <li>○ T communicates, orally or in writing, how information from formative assessments influences individualized instruction</li> <li>○ T takes the lead with colleagues in collecting samples of student work and analyzing it using a common protocol. As a result, the teacher modifies instruction for individual students</li> </ul>	
<b>Domain and Component</b>	<b>Sources of Evidence</b>		
<b>Domain 2 Classroom Environment</b>	<b>Examples of Proficient Practices</b>	<b>Examples of Distinguished Practices</b>	<b>Artifacts</b>
<p><b>2a: Creating an Environment of Respect &amp; Rapport</b></p> <ul style="list-style-type: none"> <li>○ Teacher interaction with students</li> <li>○ Student interactions with other students</li> </ul>	<p><b>Teacher Interactions with Students (teacher-student interactions are <i>friendly</i> and demonstrate <i>general caring and respect</i>. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher):</b></p> <ul style="list-style-type: none"> <li>○ T calls the students by name</li> <li>○ T greets students as they walk in the door</li> <li>○ Teacher uses “we” statements to make students feel part of the group</li> <li>○ Teacher listens to students with care</li> <li>○ Teacher uses oral, written, and nonverbal language to</li> </ul>	<p><b>Teacher Interactions with Students (The teacher’s interactions with students reflect genuine caring and respect for <i>individual students</i> as well as groups of students. Students exhibit respect for the teacher <i>as an individual</i>, beyond that for the role. )</b></p> <ul style="list-style-type: none"> <li>○ T sets aside time outside of the classroom to help students</li> <li>○ T shares, in an appropriate manner, personal stories and situations that apply to the classroom setting</li> <li>○ Students point out, as appropriate, if another student treats the teacher with disrespect</li> <li>○ T intentionally plans for and seeks out ways to build</li> </ul>	<p>*Chart or log of general information around students, their interests, and families</p> <p>*Records, charts or response logs</p>

	<p>convey caring for students</p> <ul style="list-style-type: none"> <li>Teacher reaches out to families to learn about students</li> </ul> <p><b>Student Interactions with Other Students (Student interactions are <i>generally polite</i> and <i>respectful</i>):</b></p> <ul style="list-style-type: none"> <li>Students know each other's names and use them in their conversations.</li> <li>Students use polite language when they work together.</li> <li>Students work well together in a variety of group settings.</li> <li>Students listen carefully to one another during a class discussion.</li> </ul>	<p>respect and rapport with students</p> <p><b>Student Interactions with Other Students (Students demonstrate <i>genuine caring</i> for one another as individuals and as students. Students <i>monitor one another's treatment</i> of peers, correcting classmates respectfully when needed):</b></p> <ul style="list-style-type: none"> <li>Students correct each other, in an appropriate manner, when they see evidence of lack of respect for other students</li> <li>Students display a sense of esprit de corps and are committed to the success of their peers</li> <li>Students support each other's learning and offer each other assistance</li> <li>Students ensure that their classmates listen respectfully to one another's views.</li> </ul>	<p>on students responses to the classroom, learning process etc.</p>
<p><b>2b: Establishing a Culture for Learning</b></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><b>Importance of the Content (Teacher conveys <i>genuine enthusiasm</i> for the content, and students demonstrate <i>consistent commitment</i> to its value):</b></p> <ul style="list-style-type: none"> <li>T shares with students personal learning experiences, such as a new technique or strategy he is trying, a book he has read, or a peer observation with a colleague</li> <li>T shares the learning goal for the lesson and explains the lesson's importance and purpose.</li> <li>T reinforces the importance of work with charts and posters that convey high expectations</li> <li>T voice inflection and body language convey enthusiasm for the learning</li> <li>T provides opportunities for students to choose their own projects and methods for demonstrating their learning</li> </ul> <p><b>Expectations for Learning and Achievement (Instructional outcomes, activities and assignments, and classroom interactions convey <i>high expectations for most students</i>)</b></p> <ul style="list-style-type: none"> <li>T develops and shares high-quality instructional outcomes</li> </ul>	<p><b>Importance of the Content (Students demonstrate through their <i>active participation, curiosity</i>, and taking <i>initiative</i> that they value the importance of the content):</b></p> <ul style="list-style-type: none"> <li>Students conduct research related to the current topic and share their results with each other.</li> <li>Students develop questions related to the current topic and ask these questions of each other as they share their feelings</li> <li>Students articulate the learning goal and can explain to each other why it is important</li> <li>Students voice inflection and body language convey enthusiasm for the learning</li> <li>Students post relevant, high-quality, work on a designated bulletin board</li> <li>Students make posters or signs that convey positive learning expectations</li> <li>Students take advantage of opportunities to choose their own projects and show individualism and creativity in their methods of demonstrating their own learning</li> </ul> <p><b>Expectations for Learning and Achievement (Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for <i>all students</i>. Students appear to have <i>internalized these expectations</i>.)</b></p>	<p>*</p>

	<p>and expectations with most students</p> <ul style="list-style-type: none"> <li>○ T sets high standards for most students regarding completion of assignments</li> <li>○ T discusses the importance and significance of the content and shares personal experiences related to the topic</li> <li>○ T models high expectations through language when conversing with most students</li> <li>○ T attributes student success to hard work and effort rather than the task being easy or luck</li> </ul> <p><b>Student Pride in Work</b> (Students <i>accept the teacher's insistence</i> on work of high quality and demonstrate pride in the work)</p> <ul style="list-style-type: none"> <li>○ T consistently reinforces students' development of conceptual understanding (example: student must relearn and take assessments until they demonstrate a level of proficiency)</li> <li>○ S must turn in all work, even if it is not completed in the expected timeframe</li> <li>○ S are engaged in their work and give their best effort at all times</li> <li>○ T creates and maintains an environment where students feel free to take risks and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>○ T develops and shares high-quality instructional outcomes and expectations with all students</li> <li>○ Students help develop a mission statement that addresses the purpose and importance of the work in the class</li> <li>○ T holds all students to high standards for completion of assignments</li> <li>○ T models high expectations for all students when conversing with the class</li> <li>○ Students determine the relevance of assignments to real life examples. For example, in a lesson on the environment, students establish a recycling program for the classroom of the school and collect materials to be recycled</li> <li>○ Students attribute their success to hard work and effort rather than the task being easy or luck</li> </ul> <p><b>Student Pride in Work</b> (Students demonstrate <i>attention to detail</i> and take obvious pride in their work, <i>initiating improvements</i> in it by, for example, revising drafts on their own or helping peers)</p> <ul style="list-style-type: none"> <li>○ Students encourage each other to take risks and continually ask questions</li> <li>○ Students provide each other with assistance in understanding a concept</li> <li>○ Students peer-edit writing, providing constructive feedback</li> <li>○ Students encourage each other to continually deepen their understandings</li> <li>○ Students reflect on their own work and consider how they might improve it</li> <li>○ Students use blogs or wikis to keep a digital notebook of their work, editing and refining it throughout the year.</li> </ul>	
<p><b>2c: Managing Classroom Procedures</b></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> </ul>	<p><b>Management of Instructional Groups</b> (Small-group work is <i>well organized</i>, and most students are productively engaged in learning while <i>unsupervised</i> by the teacher)</p> <ul style="list-style-type: none"> <li>○ T has established procedures for group work, such as listening and sharing responsibilities</li> <li>○ T assigns students roles for work within the group</li> <li>○ T instructs on social skills that will promote expected group behavior</li> <li>○ T ensures students understand what they are to do in groups</li> <li>○ T provides students with feedback on how they have</li> </ul>	<p><b>Management of Instructional Groups</b> (Small-group work is well organized, and students are productively engaged <i>at all times</i>, with <i>students assuming responsibility</i> for productivity)</p> <ul style="list-style-type: none"> <li>○ Expectations for group work have been developed with student input and are posted</li> <li>○ Students assign their own roles in the group and can easily assume other roles</li> <li>○ Students remind each other of their role within the group</li> <li>○ Students are able to explain to each other what the group is supposed to accomplish</li> <li>○ Students self-assess how well their group worked</li> </ul>	<p>*</p>

<ul style="list-style-type: none"> <li>○ Performance of non-instructional duties</li> <li>○ Supervision of volunteers and paraprofessionals</li> </ul>	<p>worked as a group</p> <p><b>Management of Transitions</b> (transitions occur smoothly, with <i>little loss of instructional time</i>)</p> <ul style="list-style-type: none"> <li>○ T establishes procedures for each transition that occurs throughout session</li> <li>○ T models transitions to students</li> <li>○ T provides a signal for attention</li> </ul> <p><b>Management of Materials and Supplies</b> (routines for handling materials and supplies occur <i>smoothly</i>, with <i>little loss of instructional time</i>)</p> <ul style="list-style-type: none"> <li>○ T monitors the routines of the classroom</li> <li>○ T organizes the materials in the classroom</li> <li>○ Materials are organized and ready for student work</li> <li>○ T utilizes student folders to help organize and store learning activities</li> </ul> <p><b>Performance of non-instructional Duties</b> (<i>efficient systems</i> for performing non-instructional duties are in place, resulting in <i>minimal loss</i> of instructional time)</p> <ul style="list-style-type: none"> <li>○ T has developed routines for what to do during a fire drill, when to take a bathroom break, a student finishes work early, or a student is absent</li> </ul> <p><b>Supervision of Volunteers and Paraprofessionals</b> (volunteers and paraprofessionals are <i>productively</i> and <i>independently</i> engaged during the <i>entire</i> class)</p>	<p>together on that day</p> <p><b>Management of Transitions</b> (Transitions are <i>seamless</i>, with <i>students assuming responsibility</i> in ensuring their efficient operation)</p> <ul style="list-style-type: none"> <li>○ Students brainstorm a list of transitions that occur throughout the day</li> <li>○ Students discuss what procedures would work best for each transition and decide how to apply them to each situation</li> <li>○ Students model transition procedures that correct each other when procedures are not followed</li> <li>○ Group members monitor the time it takes to get into groups</li> <li>○ Students decide which attention signal will work best for their group and remind each other about using it</li> <li>○ Students indicate that they need a practice session to reinforce the procedures for transitions</li> </ul> <p><b>Management of Materials and Supplies</b> (Routines for handling materials and supplies are <i>seamless</i>, with <i>students assuming some responsibility</i> for smooth operation)</p> <ul style="list-style-type: none"> <li>○ Students have input into how systems are working and suggest revisions</li> <li>○ Students assume responsibility for making systems work</li> <li>○ Students take initiative in a range of procedures related to materials and supplies, such as passing out papers, collecting everything needed by their table group, or putting art materials away neatly and efficiently</li> </ul> <p><b>Performance of non-instructional Duties</b> (Systems for performing non-instructional duties are <i>well established</i>, with <i>students assuming considerable responsibility</i> for efficient operation)</p> <ul style="list-style-type: none"> <li>○ Students suggest classroom procedures to address the range of situations that arise in a classroom</li> <li>○ Students use the attendance board as they enter the room. They may also indicate their lunch preferences with such a method</li> </ul> <p><b>Supervision of Volunteers and Paraprofessionals</b> (volunteers and paraprofessionals make a <i>substantive contribution</i> to the classroom environment)</p>	
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	<ul style="list-style-type: none"> <li>○ T establishes guidelines for volunteer and/or paraprofessionals</li> <li>○ T provides feedback to paraprofessionals as a regular basis about their work</li> </ul>	<ul style="list-style-type: none"> <li>○ T meets with volunteers and with them develops guidelines for the work</li> <li>○ T and paraprofessional review and discuss the standards in the district or state, making revisions to meet their particular situation</li> <li>○ T and paraprofessional reflect on their work together both formally at scheduled intervals and informally, such as at the end of the day or class period</li> </ul>	
<p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>○ Expectations</li> <li>○ Monitoring of student behavior</li> <li>○ Response to student misbehavior</li> </ul>	<p><b>Expectations</b> (standards of conduct are <i>clear</i> to all students)</p> <ul style="list-style-type: none"> <li>○ T posts rules that are visible to all students.</li> <li>○ T shares standards of conduct with families of students</li> <li>○ T explains and models expectations of classroom behavior for the students</li> <li>○ T states rules in a positive manner</li> <li>○ T reviews rules with students as necessary as activities in the classroom change</li> </ul> <p><b>Monitoring of Student Behavior</b> (teacher is <i>alert</i> to student behavior <i>at all times</i>)</p> <ul style="list-style-type: none"> <li>○ T is alert for potential problems in the classroom</li> <li>○ T walks around, spending times in each quadrant of the classroom</li> <li>○ T scans the faces of the students, making eye contact</li> <li>○ T devises nonverbal signals for individual students to redirect their efforts</li> <li>○ T makes eye contact with the students potentially misbehaving</li> </ul> <p><b>Response to Student Misbehavior</b> (teacher's response to misbehavior is <i>appropriate</i> and <i>successful</i> and <i>respects</i> the student's dignity, or student behavior is <i>generally</i> appropriate)</p> <ul style="list-style-type: none"> <li>○ T talks to the student privately to remove the audience of the other students</li> <li>○ T makes a conscious effort to improve relationships with the students, for example by discussing topics other than</li> </ul>	<p><b>Expectations</b> (standards of conduct are clear to all students and have been <i>developed with student participation</i>)</p> <ul style="list-style-type: none"> <li>○ Students contribute to the classroom code of conduct</li> <li>○ Students are able to explain the standards of conduct to their families and why they are important</li> <li>○ When rules need revising or are not working, teacher includes students in choosing possible solutions</li> <li>○ Students propose ideas for how their conduct could change so that the classroom environment is more productive and better supports learning</li> </ul> <p><b>Monitoring of Student Behavior</b> (monitoring by the teacher is <i>subtle</i> and <i>preventive</i>. <i>Students</i> monitor their own and their peer's behavior, correcting one another respectively)</p> <ul style="list-style-type: none"> <li>○ T uses proximity to alert a student who has not responded to eye contact. Teacher talks to the student privately if proximity isn't sufficient</li> <li>○ Students work with the teacher to devise a nonverbal signal to help monitor student behavior</li> <li>○ Students devise a system for monitoring their own behavior</li> <li>○ Students apply a system for monitoring their own behavior</li> <li>○ Students regularly acknowledge the appropriate behavior of each other</li> </ul> <p><b>Response to Student Misbehavior</b> (The teacher response to misbehavior is <i>highly effective</i> and <i>sensitive</i> to students individual needs, or student behavior is <i>entirely</i> appropriate)</p> <ul style="list-style-type: none"> <li>○ T asks the student for input about what would help prevent undesirable behavior.</li> <li>○ T asks the student to write a letter explaining misbehavior to the students family</li> <li>○ T directs the students to call home in the teachers</li> </ul>	

	<p>school with the student</p> <ul style="list-style-type: none"> <li>○ T involves families in respectful ways that enlist their help with the student</li> <li>○ T has a behavior reminder on the student's desk of the desired behavior</li> <li>○ T addresses student's behavior in objective, observable terms free of generalities or emotions</li> </ul>	<p>presence to explain the misbehavior</p> <ul style="list-style-type: none"> <li>○ T reflects on the intervention: did the misbehavior stop? Did the intervention prevent the reoccurrence of the misbehavior? Did it allow the students to return to learning?</li> <li>○ T asks the student to explain or write about the misbehavior in objective terms</li> </ul>	
<p><b>2e: Organizing Physical Environment</b></p> <ul style="list-style-type: none"> <li>○ Safety and accessibility</li> <li>○ Arrangement of furniture and use of physical resources</li> </ul>	<p><b>Safety and Accessibility</b> (classroom is <i>safe</i>, and learning is <i>equally accessible</i> to all students)</p> <ul style="list-style-type: none"> <li>○ T assures that there are established walkways in the classroom and that these walkways are free of clutter</li> <li>○ T provides opportunities for colleagues to observe the classroom and give feedback about the physical arrangement</li> <li>○ T has electrical and cable cores taped to the floor</li> <li>○ T ensures that each student has easy access to all resources, materials, and supplies</li> <li>○ T ensures that potentially dangerous materials, such as chemicals, are stored safely and that students are instructed in how to handle them</li> <li>○ T ensures that each student is positioned appropriately in the classroom and can see the board, hear the teacher, and access needed materials and supplies</li> </ul> <p><b>Arrangement of Furniture and Use of Physical Resources</b> (physical resources are used <i>skillfully</i>, and the furniture arrangement is a <i>resource</i> for learning activities)</p> <ul style="list-style-type: none"> <li>○ Physical resources, such as flip charts, overhead projection devices, computers, and DVD players, are easily accessible and do not obstruct movement</li> <li>○ T has designated furniture placement based on instruction</li> <li>○ T arranges desks or tables to be free to readily monitor and assist each student</li> <li>○ T has arranged clear traffic patterns that connect the learning areas of the room</li> <li>○ Vertical space, such as file cabinets, wall dividers, and moveable cabinets, display student work</li> <li>○ Quiet areas of the room are separate from active areas to minimize distractions</li> </ul>	<p><b>Safety and Accessibility</b> (The classroom is safe, and <i>students themselves</i> ensure that all learning is equally accessible to all students)</p> <ul style="list-style-type: none"> <li>○ Students assist with maintaining level of classroom free clutter. For example, students have input in and follow through with established procedures and respectfully correct each other as necessary</li> <li>○ Students make suggestions about how traffic flow around the classroom could be more safe and effective</li> <li>○ Students access resources, materials, and supplies as needed and return these to the designated areas</li> <li>○ Students ensure that potentially dangerous materials are handled safely</li> <li>○ Students assume responsibility for ensuring that peers have access to learning. For example, a student would move an overhead to assist a classmate who has impaired vision.</li> </ul> <p><b>Arrangement of Furniture and Use of Physical Resources</b> (<i>Both the teacher and students</i> use physical resources <i>easily</i> and <i>skillfully</i>, and <i>students</i> adjust the furniture to advance their learning)</p> <ul style="list-style-type: none"> <li>○ Students move furniture, as appropriate, to aid instruction and learning</li> <li>○ Students arrange the classroom according to the type of instruction noted on the board, following color-coded tape on the floor</li> <li>○ Students move chairs into pairs, triads, and small groups as necessary for learning</li> <li>○ Students have input into the traffic patterns and point out areas that might disturb their learning</li> <li>○ Students have their own designated areas where they choose the work that will be displayed</li> <li>○ Students have input into the location of areas for quiet activity and contribute to those areas with their own resources</li> </ul>	

Domain and Component	Sources of Evidence		
Domain 3 - Instruction	Examples of Proficient Teaching Behaviors	Examples of Distinguished Teaching Behaviors	Artifacts
<p><b>3a: Communicating with Students</b></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><b>Expectations for Learning</b> (purpose for the lesson or unit is <i>clear</i>, including its position within the <i>broader learning</i>)</p> <ul style="list-style-type: none"> <li>○ T both writes and verbally explains the purpose of the lesson</li> <li>○ T invites a few non-volunteer students to restate the lesson's purpose</li> <li>○ T revisits the lesson's purpose at various points during the lesson</li> <li>○ T uses questioning strategies to elicit the lesson's connection to previous learning</li> <li>○ T invites students to consider the lesson's purpose and react to it at some point during the lesson</li> </ul> <p><b>Directions and Procedures</b> (directions and procedures are <i>clear</i> to students)</p> <ul style="list-style-type: none"> <li>○ T delivers directions through multiple modalities</li> <li>○ T checks for student understanding of directions or procedures, calling on non-volunteers to explain them in their own words</li> <li>○ T invites students to ask clarifying questions about directions before beginning a task</li> <li>○ T models the procedure for the assignment</li> <li>○ S follow directions successfully without ongoing, additional clarification</li> </ul> <p><b>Explanations of Content</b> (explanation of content is <i>appropriate</i> and <i>connects</i> with students' knowledge and experience)</p> <ul style="list-style-type: none"> <li>○ T regularly uses visual organizers to clarify content</li> <li>○ T regularly clarifies content in multiple ways, using auditory, visual, and kinesthetic approaches. As a result, the students can be observed to be listening, viewing, and doing in every lesson.</li> <li>○ T makes use of analogies when explaining content, either by eliciting or by telling</li> <li>○ T regularly uses text previewing strategies to help students</li> </ul>	<p><b>Expectations for Learning</b> (The teachers purpose for the lesson or unit is clear, situated within the broader learning and <i>linked to student interest</i>)</p> <ul style="list-style-type: none"> <li>○ T weaves student interest, such as those acquired via the student interest or parent surveys on page 61, into communication about the content</li> <li>○ T articulates to students their various interests, which are accommodated by the lesson</li> <li>○ Students design a graphic organizer of the purpose of the lesson or unit situated within the broader learning</li> <li>○ Students write for three minutes about a connection between personal interest and the lesson's purpose</li> </ul> <p><b>Directions and Procedures</b> (The teachers directions and procedures are clear to students <i>and anticipate possible student misunderstanding</i>)</p> <ul style="list-style-type: none"> <li>○ T individualizes directions to accommodate students learning differences</li> <li>○ T points out what not to do in addition to what is correct when giving directions</li> <li>○ T indicates the most challenging aspects of the procedures, such as with an exclamation point or other symbol on written directions</li> <li>○ T asks students to rank the steps in the directions from easiest to most difficult</li> <li>○ T invites students to improve the directions or procedures after the activity</li> </ul> <p><b>Explanations of Content</b> (The teacher's explanation of content is <i>imaginative</i> and connects with student's knowledge and experiences. <i>Students contribute</i> to explaining content to their peers)</p> <ul style="list-style-type: none"> <li>○ T regularly uses local experts, business people, and community-based resources to illustrate how the content students are studying connects to real life</li> <li>○ T regularly and overly connects to what students have already learned using graphic organizers and artifacts students previously created</li> </ul>	<p>*Unit and/or lesson plans with outcomes provided</p> <p>*Student's projects with outcomes listed</p>

	<p>understand the content they are learning about.</p> <p><b>Use of Oral and Written Language</b> (teacher's spoken and written language is <i>clear</i> and <i>correct</i>, conforming to standard English. Vocabulary is <i>appropriate</i> to the students' ages and interests)</p> <ul style="list-style-type: none"> <li>○ T identifies own spelling or grammatical weaknesses and works to correct them</li> <li>○ T invites a peer to observe His/her teaching and to collect any errors in language and to note his/her vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>○ T regularly uses an interdisciplinary approach, purposefully connecting current lessons to what students are studying in other content areas</li> <li>○ T uses the gradual release of responsibility model to have students explain content to peers</li> </ul> <p><b>Use of Oral and Written Language</b> (The teachers spoken and written language is clear and correct, conforming to standard English. It is also <i>expressive</i>, with <i>well-chosen vocabulary</i> that enriches the lesson. Teacher finds opportunities to <i>extend students vocabulary</i>)</p> <ul style="list-style-type: none"> <li>○ T presents a word for the day every day and uses it in the lesson and throughout the day</li> <li>○ T regularly uses a thesaurus to offer synonyms for words within content</li> <li>○ Students are rewarded for using well-chosen words</li> <li>○ T's lesson plans deliberately include a focus on vocabulary, regardless of the content area</li> <li>○ T adjusts vocabulary for diverse students needs</li> <li>○ T works with a peer to develop vocabulary to enrich a particular lesson</li> </ul>	
<p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>○ Quality of questions</li> <li>○ Discussion of techniques</li> <li>○ Student participation</li> </ul>	<p><b>Quality of Questions</b> (most of teacher's questions are of <i>high quality</i>, and the teacher gives <i>adequate wait time</i> for students to respond and between the student and teacher response)</p> <ul style="list-style-type: none"> <li>○ T structures questions at the higher levels of Bloom's Taxonomy</li> <li>○ T waits three to five seconds between asking the question and calling on a respondent</li> <li>○ T pauses three to five seconds after a student responds before either answering or calling on another student</li> </ul> <p><b>Discussion of Techniques</b> (teacher creates a <i>genuine</i> discussion among students, <i>stepping aside</i> when appropriate)</p> <ul style="list-style-type: none"> <li>○ T regularly invites students to respond to other students' comments</li> <li>○ T regularly invites students to ask questions in response to other students; comments</li> </ul>	<p><b>Quality of Questions</b> (The teachers questions are of <i>uniformly</i> high quality with adequate wait time, and <i>students</i> formulate many questions)</p> <ul style="list-style-type: none"> <li>○ T teaches students about the nature of good questions</li> <li>○ T shares and age appropriate version of Bloom's Taxonomy with students</li> <li>○ T regularly invites students to categorize the questions</li> <li>○ T invites students to identify excellent questions in their, or the teacher's reading</li> <li>○ T invites students to create questions prior to the start of a unit</li> <li>○ T regularly invites students to create high-order questions related to their other learning</li> <li>○ T provides feedback to students about the questions they ask</li> </ul> <p><b>Discussion of Techniques</b> (<i>Students</i> assume <i>considerable</i> responsibility for the success of the discussion, <i>initiating</i> topics and making <i>unsolicited contributions</i>)</p> <ul style="list-style-type: none"> <li>○ T involves students in deciding which of an array of appropriate topics the class should explore in meeting specific standards</li> </ul>	<p>*Questioning preplanned in the lesson plan book</p> <p>*Question/Language stems posted in the room or provided in student folders</p> <p>*Question/Response Teacher Log</p>

	<ul style="list-style-type: none"> <li>○ T aims for questioning and discussion among students, rather than strictly between the teacher and students</li> <li>○ T regularly uses a focused-questioning protocol to keep questions deep and on-topic</li> <li>○ T often uses Socratic questioning techniques</li> <li>○ T posts discussion topics on a classroom blog or wiki, where students respond. T tracks quantity and quality of student contributions using a rubric</li> </ul> <p><b>Student Participation</b> (teacher successfully engages <i>all</i> students in the discussion)</p> <ul style="list-style-type: none"> <li>○ T regularly and consistently uses a variety of techniques for randomly calling on <i>non-volunteers</i> during questioning and discussion</li> <li>○ T regularly and consistently tracks patterns of calling on non-volunteer student discussion</li> <li>○ T elicits participation through a variety of sensory modes (kinesthetic, verbal, and spatial)</li> <li>○ T announces at the outset of the discussion that students may write a contribution in their journals, sticky note or on an index card if they were unable to contribute verbally during the discussion time</li> <li>○ T regularly uses a variety of strategies to ask all students each question during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>○ T regularly invites students to reflect on the lesson or content and share their thoughts</li> <li>○ T shares elements of the focused-questioning protocol with students to structure their schema about the qualities of good discussion</li> <li>○ T often asks students to prepare a 5-10 minute discussion about a lesson or content using the focused-questioning protocol</li> <li>○ T shares the qualities of Socratic questioning</li> <li>○ T often requires students to prepare short discussions of the content using Socratic techniques</li> <li>○ T regularly provides students with feedback in the quality of both their questions specifically and their participation in the discussion generally</li> <li>○ Students post and respond to discussion topics on a classroom blog or wiki. They self-assess the quality of their contributions using a teacher-supplied rubric</li> </ul> <p><b>Student Participation</b> (Students themselves ensure that all voices are heard in the discussion)</p> <ul style="list-style-type: none"> <li>○ T instructs students on a variety of techniques such as using popsicle sticks or cards with students names on them, for randomly calling on non-volunteers so that they can use these methods</li> <li>○ T instructs students on an age-appropriate system for tracking students who have contributed to the discussion and students who have not so that they are aware of who has participated</li> <li>○ T regularly invites students to use their checklists to frame a question for someone who has not contributed to the discussion</li> <li>○ T encourages students to build on each other's responses to questions by responding either with a comment or new question</li> </ul>	
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<p><b>3c: Engaging Students in Learning</b></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><b>Activities and Assignments</b> (most activities and assignment are <b>appropriate</b> to students, and <b>almost all</b> students are <b>cognitively engaged</b> in exploring content)</p> <ul style="list-style-type: none"> <li>○ T identifies and embeds into teaching the types of thinking required by a classroom activity or homework assignment</li> <li>○ T instructs students in how to use reasoning skills throughout instruction</li> <li>○ T differentiates activities and assignments for most students most of the time</li> <li>○ T incorporates strategies for engaging students, such as making content relevant to student lives, providing students with choice and a sense of control, and capitalizing on peer interactions and the social nature of learning</li> <li>○ T employs specific strategies to increase engagement when lecturing</li> </ul> <p><b>Grouping of Students</b> (instructional groups are <b>productive</b> and <b>fully appropriate</b> to the students or to the instructional purposes of the lesson)</p> <ul style="list-style-type: none"> <li>○ T uses flexible grouping including whole-class learning; pairs, triads, and quads; student-selected groups; teacher-selected groups; and random groups</li> <li>○ T decides on the grouping according to the instructional purpose</li> <li>○ T establishes roles and responsibilities for pairs of students for peer editing of writing assignments</li> <li>○ T readily adjusts groups when students are absent T assigns students to groups in various ways, such as by interest, readiness, or learning style preference</li> <li>○ T uses a variety of methods to form groups, such as random, clock partners, by drawing a card or number, or student choice</li> <li>○ T directly instructs on the roles and responsibilities of group members</li> </ul> <p><b>Instructional Materials and Resources</b> (instructional materials and resources are <b>suitable</b> to the instructional purposes and <b>engage students</b> mentally)</p>	<p><b>Activities and Assignments</b> (<i>All</i> students are cognitively engaged in the activities and assignments in their exploration of content. <b>Students initiate or adapt</b> activities and projects to enhance their understanding)</p> <ul style="list-style-type: none"> <li>○ T routinely invites students to identify the types of thinking required by a classroom activity or homework assignment</li> <li>○ T invites students' input in designing product or project requirements</li> <li>○ As appropriate, students negotiate individual learning contracts with the teacher</li> <li>○ Students initiate, analyze, and evaluate scenarios for role-plays that are authentic to their lives</li> <li>○ Students initiate changes to an assignment or activity to make it more authentic and meaningful to their lives</li> <li>○ T encourages students to develop proposals for alternative projects and assignments</li> <li>○ Students design, experience, and evaluate a service learning educational experience</li> </ul> <p><b>Grouping of Students</b> (Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. <b>Students</b> take the <b>initiative</b> to influence the formation or adjustment of instructional groups.)</p> <ul style="list-style-type: none"> <li>○ Students suggest appropriate opportunities for working in cooperative groups</li> <li>○ Students evaluate their own effectiveness in the group and the effectiveness of the group as a whole</li> <li>○ Students keep a record of their involvement in different types of groups</li> <li>○ Students provide feedback to each other about group participation</li> </ul> <p><b>Instructional Materials and Resources</b> (Instructional materials and resources are suitable to the instructional purposes and engage students mentally. <b>Students</b></p>	<p>*Activity or assignment  *Lesson Planning  *Samples of student work  *Group Chart/Map  *Resource Index</p>
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	<ul style="list-style-type: none"> <li>○ T has the suitable instructional materials necessary for the lesson available for all students. These may include textbooks, readings, maps, charts, videos, workbooks, or access to the Internet or technology</li> </ul> <p><b>Structure and Pacing</b> (lesson has a <i>clearly defined</i> structure around which the activities are organized, and pacing is <i>generally appropriate</i>)</p> <ul style="list-style-type: none"> <li>○ T keeps to an organized structure or agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson</li> <li>○ T communicates that time is a valuable resource and models efficient use of time in performing non-instructional duties</li> <li>○ T communicates the agenda or structure both orally and visually, such as by using clocks or tables</li> <li>○ S do not have downtime waiting for others to finish</li> <li>○ T consistently coordinates use of time and space with the learning activity</li> <li>○ T invites students to contribute ways to use time effectively</li> <li>○ T invites students to self-evaluate on their productive use of time in the classroom</li> </ul>	<p>initiate the choice, adaptation, or creation of materials to enhance their learning.)</p> <ul style="list-style-type: none"> <li>○ T invites students to create or identify their own learning materials</li> <li>○ Students suggest additional resources, such as guest speakers, field trips, or performances, for a topic or unit of study</li> <li>○ Students decide which adaptation of a novel is appropriate for study</li> </ul> <p><b>Structure and Pacing</b> (The lesson's structure is <i>highly coherent</i>, allowing <i>time for reflection and closure</i>. Pacing is appropriate for <i>all students</i>.)</p> <ul style="list-style-type: none"> <li>○ T compacts curriculum for students whom it is appropriate</li> <li>○ T regularly employs a variety of techniques suitable for lesson closure</li> <li>○ T invites student self-reflection on the learning experience in daily journals or learning logs</li> <li>○ Lessons have momentum, and teacher keeps students active from one part of the lesson to another</li> </ul>	
<p><b>3d: Using Assessment in Instruction</b></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><b>Assessment Criteria</b> (students are <i>fully aware</i> of the criteria and performance standards by which their work will be evaluated)</p> <ul style="list-style-type: none"> <li>○ T writes and speaks about the learning criteria, then asks non-volunteer students to explain in their own words before students begin the learning and frequently throughout the learning</li> <li>○ T provides examples and models that embody the criteria and performance standards required of the students (exemplars) as well as poor examples (non-exemplars) so that students can see the difference</li> <li>○ Any student in the class, when randomly questioned, can articulate the evaluative criteria and performance standards</li> <li>○ During instruction, the teacher points out aspects of the instruction that connect to the performance standards and criteria</li> </ul>	<p><b>Assessment Criteria</b> (Students are fully aware of the criteria and performance standards by which their work will be evaluated and have <i>contributed to the development</i> of the criteria)</p> <ul style="list-style-type: none"> <li>○ T instructs students about the nature of assessment criteria in developmentally appropriate language</li> <li>○ T shares performance and content standards with students in student friendly language, then thinks aloud about the criteria that would be related to these standards. The teacher writes the related criteria beneath the appropriate standard and repeats this process until students are ready to begin contributing ideas for the criteria that might be related to a given content standard.</li> <li>○ Students use the criteria they helped create to score a sample piece of student work</li> <li>○ Students develop tests or test questions to deepen their understanding of content or topic</li> </ul>	<ul style="list-style-type: none"> <li>*Activity or assignment</li> <li>*Rubrics</li> <li>*Checklists</li> <li>*Formative Log</li> <li>*Feedback Journal</li> <li>*Grading Charts</li> <li>*Criteria Posters/Charts</li> </ul>

	<ul style="list-style-type: none"> <li>○ T avoids competitive grading and enlists alternatives to letter grades, such as feedback only, or adaptations of letter grades, such as A/B/I (incomplete)</li> <li>○ T makes explicit the relationship between assessment and grading (ie report card grades) as appropriate to the age-group, and students are able to explain to other when prompted</li> </ul> <p><b>Monitoring of Students Learning</b> (teacher monitors the progress of <i>groups of students</i> in the curriculum, making <i>limited</i> use of diagnostic prompts to elicit information)</p> <ul style="list-style-type: none"> <li>○ T asks diagnostic questions of the class and calls on volunteers to respond</li> <li>○ T occasionally uses strategies such as exit ticket summary statements to elicit information about student learning at the end of the lesson</li> <li>○ T sometimes uses reflection journal writing whole group or by individual students during a lesson to elicit information about student learning</li> <li>○ T identifies students making errors in homework and provides them with extra assistance based on their errors</li> <li>○ T notes students who, during instruction, seem to have the clearest grasp of the content and sometimes pairs them with those having difficulty</li> </ul> <p><b>Feedback to Students</b> (teacher's feedback to students is <i>timely</i> and of <i>consistently high quality</i>)</p> <ul style="list-style-type: none"> <li>○ T provides feedback in writing, orally, and through modeling</li> <li>○ T invites students to summarize the feedback in their own words</li> <li>○ S can articulate the strengths and weaknesses or errors in their learning based on the feedback</li> <li>○ T uses developmentally appropriate language when giving feedback</li> <li>○ T reflects periodically on the quality of feedback to ensure that it is substantive, constructive, accurate, and specific</li> </ul>	<ul style="list-style-type: none"> <li>○ T regularly indicates the portions of assessment criteria that students helped create</li> </ul> <p><b>Monitoring of Students Learning</b> (teacher monitors the progress of <i>groups of students</i> in the curriculum, making <i>limited</i> use of diagnostic prompts to elicit information)</p> <ul style="list-style-type: none"> <li>○ T regularly uses activities and questions specifically designed to reveal students' understanding of the lesson goals. The teacher analyzes these for patterns of understanding, both by groups and for individuals</li> <li>○ T can state accurately which students are struggling with which aspects of a lesson's goals, the evidence that confirms this understanding, and how to adjust instruction for them</li> <li>○ T asks every student diagnostic questions using various whole-class response methods to see at a glance which students do and do not understand</li> <li>○ T communicates information from formative assessment with the students, other teachers, or parents to help coordinate the next instructional steps</li> </ul> <p><b>Feedback to Students</b> (The teachers feedback to students is timely and consistently high quality. <i>Students use feedback</i> in their learning.)</p> <ul style="list-style-type: none"> <li>○ T regularly provides a variety of feedback, including written, verbal, and modeling, to all students and individualizes the type of feedback according to the needs of the student</li> <li>○ All feedback specifies the strengths and weaknesses or errors and how to improve</li> <li>○ T keeps track of the feedback and follows up to ensure that students are using the feedback to advance their learning. If students are not using the feedback, the teacher investigates how to improve feedback to make it more useful</li> <li>○ T notes when and where students use feedback in their learning and reinforces their doing so</li> <li>○ Students are able to articulate how they used feedback in</li> </ul>	
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	<p><b>Student Self-Assessment and Monitoring of Progress</b> (students <i>frequently</i> assess and monitor the <i>quality of their own work</i> against the assessment criteria and performance standards)</p> <ul style="list-style-type: none"> <li>○ T gives students rubrics at the start of the learning sequence. Together they discuss the rubric and generate a few examples</li> <li>○ S work in groups to translate the rubric into their own common language, or the teacher initially presents the rubric in “student language”</li> <li>○ T refers to the rubric frequently during instruction, showing students how the rubric represents important learning</li> <li>○ T provides examples of the rubric product at various levels of performance so that students understand the difference between the lower and high levels.</li> <li>○ S formatively assess their own work, and the teacher provides feedback about their accuracy</li> <li>○ S discuss their self-assessments and each other’s assessments, comparing them for greater accuracy</li> </ul>	<p>their learning or their work</p> <p><b>Student Self-Assessment and Monitoring of Progress</b> (Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and they also <i>actively use</i> that information in their learning)</p> <ul style="list-style-type: none"> <li>○ Students make corrections to their own work following their self-assessments</li> <li>○ Students can articulate the specific learning they acquired through self-assessment</li> <li>○ Students can express to parents or teachers how later versions of their work have improved from first versions</li> <li>○ Students keep records of their own performance on assessments and reflect on these noting growth and patterns within the learning</li> <li>○ Students analyze their performance on a test, noting errors and suggesting ways to improve their learning</li> </ul>	
<p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>○ Lesson adjustment</li> <li>○ Response to students</li> <li>○ Persistence</li> </ul>	<p><b>Lesson Adjustment</b> (teacher makes a <i>minor</i> adjustment to the lesson, and the adjustment occurs <i>smoothly</i>)</p> <ul style="list-style-type: none"> <li>○ T continuously uses whole-class assessment techniques to understand who is and is not learning and why</li> <li>○ T identifies the aspects of a lesson that are likely to cause confusion and plans for alternative approaches in advance</li> <li>○ T lets students share in thinking as minor lesson adjustments are made and solicits their feedback about how it’s working</li> <li>○ Teachable moments are always connected to content standards and learning objectives</li> <li>○ During instruction, teacher regularly prompts for students interests that relate to the content</li> </ul>	<p><b>Lesson Adjustment</b> (The teacher successfully makes a <i>major adjustment</i> to a lesson when needed)</p> <ul style="list-style-type: none"> <li>○ T accurately diagnoses difficulties with the lesson based on regular, whole-class assessment</li> <li>○ T identifies likely content and activity challenges in the original lesson and designs a second lesson that avoids those challenges. If an informal assessment reveals student difficulties, the teacher implements the backup lesson</li> <li>○ T accurately weighs the value if implementing a major adjustment against the loss of the planned instruction</li> <li>○ T reveals to students the reasons for making a major lesson change and gets their feedback about its success</li> <li>○ The teacher invites students to connect a teachable moment to the appropriate content standard or learning objective</li> <li>○ When students have difficulties with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem</li> </ul>	<p>*Lesson Plans *Revised Instructional Activity</p>

	<p><b>Response to Students</b> (teacher <i>successfully accommodates</i> students' questions or interests)</p> <ul style="list-style-type: none"> <li>○ T regularly uses strategies that elicit student questions about the lesson topic</li> <li>○ T decides whether to answer students questions during the lesson or at a later time, depending on the appropriateness of the question and the teacher's knowledge of the content</li> <li>○ T identifies related student interests, through such common thinking strategies such as KWL, and incorporates them into the lesson plan</li> </ul> <p><b>Persistence</b> (teacher <i>persists</i> in seeking approaches for students who have difficulty learning, drawing on a <i>broad repertoire</i> of strategies)</p> <ul style="list-style-type: none"> <li>○ T identifies the students most at risk for learning difficulties in each lesson</li> <li>○ T surveys other teachers for ways to accommodate student learning difficulties</li> <li>○ T analyzes the reasons students are have difficulty with the learning by asking the students and considering the nature of the lesson tasks, drawing accurate, insightful conclusions about the source of the problem</li> <li>○ T uses multiple sources, including Web-based resources, classroom-based resources, and other teachers, to design alternative approaches for students having difficulty</li> </ul>	<p><b>Response to Students</b> (The teacher seizes a <i>major opportunity</i> to enhance learning, building on <i>student interest</i> or a <i>spontaneous event</i>)</p> <ul style="list-style-type: none"> <li>○ T regularly surveys students about their interests (see Component 1b on page 41) to get to know students well and builds on interests if the opportunity arises</li> <li>○ T realizes that every spontaneous event is not a major opportunity, which is defined as an event or student interest that can be incorporated to make the content standard or learning objective more effective and relevant</li> <li>○ T uses questioning strategies designed to elicit student interests as they relate to the content standard</li> <li>○ T is aware of the content standards of the past, present, and future and can seize interests and events to relate them to the standard or objective being explored currently as well as to those that have already been explored or will be explored by the future</li> </ul> <p><b>Persistence</b> (The teacher persists in seeking effective approaches for students who need help, using an <i>extensive repertoire</i> of strategies and <i>soliciting additional</i> resources from the school)</p> <ul style="list-style-type: none"> <li>○ T seeks assistance from guidance counselors, school physiologists, and other non-classroom specialists for students who may benefit from these services</li> <li>○ T frequently seeks approaches and strategies for students from other teachers</li> <li>○ T analyzes strategies for struggling learners that were unsuccessful, accurately determining the reasons they did not work</li> <li>○ When the teacher is uncertain about the reasons for students lack of success, the teacher elicits family input or colleague observations and analysis</li> <li>○ The teacher takes personal responsibility for the learning of every student, regardless of the challenges involved in teaching them</li> </ul>	
<b>Domain and Component</b>	<b>Sources of Evidence</b>		
<b>Domain 4 Professional Responsibilities</b>	<b>Examples of Proficient Teaching Practice</b>	<b>Examples of Distinguished Teaching Practice</b>	<b>Artifacts</b>

<p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>○ Accuracy</li> <li>○ Use in future teaching</li> </ul>	<p><b>Accuracy</b> (makes an <i>accurate assessment</i> of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite <i>general</i> references to support the judgment)</p> <ul style="list-style-type: none"> <li>○ T assesses the results of instructional activities and determines whether, in general, they were effective in achieving the desired outcomes</li> <li>○ T assesses the quality of the questions asked during the lesson by citing several examples of responses that indicate student understanding</li> <li>○ T uses a journal to reflect on S behavior during instruction, identifying Ss' actions toward one another during various points of the lesson</li> <li>○ T reflects on the effectiveness of instructional groups by noting Ss' participation, conversations, and behavior</li> <li>○ T completes a reflection form with accurate responses about the lesson</li> </ul> <p><b>Use in Future Teaching</b> (make a <i>few specific</i> suggestions about what to try another time when teaching the lesson)</p> <ul style="list-style-type: none"> <li>○ Based on a reflection of the rubric language and supporting evidence for a chosen component of the framework for teaching, the T identifies specific ways to improve instruction</li> <li>○ The T plans to modify a worksheet, which Ss found confusing</li> <li>○ During a post-observation conference, the T decides to redesign the lesson so that Ss are in smaller groups to allow for greater participant and engagement by all Ss</li> </ul>	<p><b>Accuracy</b> (A teacher makes a <i>thoughtful</i> and <i>accurate</i> assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing <i>many specific</i> examples from the lesson and <i>weighing the relative strengths</i> of each)</p> <ul style="list-style-type: none"> <li>○ T prompts students to reflect on what they've learned during the lesson and uses these reflections to assess the lesson's effectiveness</li> <li>○ T identifies specific learning standards that students mastered and those that will need to be reinforced with additional instructional practice</li> <li>○ T reflects on the effectiveness of instructional groups by assigning student monitors in each group to collect data about the participation of each group member. In addition, all students participate in a reflection activity in which they make connections between group participation and learning</li> <li>○ T reflects on a component of the lesson by reviewing evidence collected by a peer or supervisor and then using the rubric for that component to self-assess based on the evidence. The teacher cites specific examples to support the rubric language</li> <li>○ At the end of the lesson, students complete an entry in their learning log, which the teacher uses to assess the overall effectiveness of the lesson</li> </ul> <p><b>Use in Future Teaching</b> (Drawing on an <i>extensive repertoire</i> of skills, the teacher offers <i>specific alternative</i> actions, complete with the <i>probable success</i> of different courses of action)</p> <ul style="list-style-type: none"> <li>○ The teacher provides several alternative resources for students, including options for students of varying levels of readiness and learning style</li> <li>○ Based on entries students have made in their language logs, the teacher regroups students for the next lesson according to their areas of interest in the topic</li> <li>○ After examining samples of student writing, the teacher develops a series of mini-lessons, sequenced and differentiated according to the needs indicated by the students work</li> </ul>	<p>*Learning Logs *Lesson or Unit Review Checklist *Lesson Design Review Tool *Professional Reading Reflection Questions</p>
<p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>○ Student</li> </ul>	<p><b>Student Completion of Assignments</b> (teacher's system for maintaining information on S completion of assignments is <i>fully effective</i>)</p>	<p><b>Student Completion of Assignments</b> (The teachers system for maintaining information on students completion of assignments is fully effective. <i>Students</i></p>	<p>*Instructional Records *Non-</p>

<ul style="list-style-type: none"> <li>○ completion of assignments</li> <li>○ Student progress in learning</li> <li>○ Non-instructional records</li> </ul>	<ul style="list-style-type: none"> <li>○ T maintains an up-to-date list of assignments that Ss haven't turned in, which is posted in the classroom for Ss to access</li> <li>○ T has created a page on the class Web site where Ss can check on any missing assignments</li> <li>○ T keeps track of S completion of assignments in a grade book</li> <li>○ T uses an online grade book to record attendance, S grades, and comments daily</li> <li>○ For assignments that the T does not routinely collect for a grade, the T periodically checks and records S completion.</li> </ul> <p><b>Student Progress in Learning</b> (teacher's system for maintaining information on S progress in learning is <i>fully effective</i>)</p> <ul style="list-style-type: none"> <li>○ T maintains a spreadsheet that lists instructional outcomes and competencies for each unit of study, recording Ss' progress according to the outcomes they have mastered</li> <li>○ T uses sticky notes to capture anecdotal comments about S learning during class. The T may take notes during small-group discussions, writing conferences, and independent work. The T transfers the notes to S folders at the end of each day</li> </ul> <p><b>Non-Instructional Records</b> (T's system for maintaining information on non-instructional activities is <i>fully effective</i>).</p> <ul style="list-style-type: none"> <li>○ T uses a class list to keep track of permission slips that have been turned in</li> <li>○ T uses a school-based program to enter contact</li> </ul>	<p><b>participate</b> in maintaining the records)</p> <ul style="list-style-type: none"> <li>○ T and students maintain an up-to-date list of assignments that students haven't turned in that is posted in the classroom for students to access and update daily</li> <li>○ Each month, the teacher provides students with a calendar that lists assignments that will be due throughout the month. The calendar includes spaces for students to record when they turned in the assignment and when the teacher returned it</li> <li>○ T provides a date stamp for students to mark their assignments with the actual date of completion when they turn them in</li> <li>○ A student is responsible for entering assignments on a board located on a side wall in the classroom so that students can refer to it for long-term assignments and coming tests</li> </ul> <p><b>Student Progress in Learning</b> (The teachers system for maintaining information on students progress in learning is fully effective. <i>Students contribute</i> information and participate in interpreting the records)</p> <ul style="list-style-type: none"> <li>○ At the midpoint, and end of each quarter, both the teacher and students participate in a process to determine student progress. Using tools provided by the teacher, students calculate numerical grade averages and complete self-assessment that includes criteria for non-achievement factors that contribute to learning, such as effort and class participation. Students have the opportunity to provide evidence to support their self-assessment</li> <li>○ As part of an end-of-year evaluation, students select samples of writing from their portfolios that reflect their growth throughout the year. The evaluation includes a written reflection from the students documenting their strengths and areas for growth</li> <li>○ Students use an online portfolio to create and manage products that infuse audio, image, text and video. These portfolios allow students to create views to periodically share their collections with the class or with the world at large, if the teacher permits</li> </ul> <p><b>Non-Instructional Records</b> (The teachers system for maintaining information on non-instructional activities highly effective, and students contribute to its maintenance)</p> <ul style="list-style-type: none"> <li>○ Students in an elementary setting have a system,</li> </ul>	<p>Instructional Records</p> <ul style="list-style-type: none"> <li>*Classroom Charts</li> <li>*Excel Spreadsheets</li> <li>*Online Grade Book</li> </ul>
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	<ul style="list-style-type: none"> <li>○ T uses a school-based program to take attendance at the start of each class</li> </ul>	<p>developed by the teacher, for taking attendance and counting lunch choices</p> <ul style="list-style-type: none"> <li>○ In a secondary classroom, teachers have assigned a student to each class period to take attendance. This may be done electronically or with a class list provided by the teacher</li> </ul>	
<p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>○ Information about the instructional group</li> <li>○ Information about individual students</li> <li>○ Engagement of families in the instructional program</li> </ul>	<p><b>Information about the Instructional Group</b> (provides <i>frequent</i> information to families, as appropriate, about the instructional program)</p> <ul style="list-style-type: none"> <li>○ T provides a handout at open house or back-to-school night with a syllabus of the course, including units of study, homework and grading procedures, contact information for the teacher, and so forth</li> <li>○ T provides a weekly or monthly newsletter to parents. This might include information about the learning that precedes the homework or current class activities, such as community and school service projects, field trips, or concerts</li> <li>○ T maintains a Web page for the class that includes a calendar and updates on classroom activities</li> <li>○ T sends home an introductory letter to families during the summer that describes expectations for the school year; lists the teacher's contact information for the parents have any questions; and includes refresher activities, such as summer reading strategies, writing tips, or math strategies</li> </ul> <p><b>Information about Individual Students</b> (communicates with families about Ss' progress on a <i>regular basis</i>, respecting cultural norms, and is <i>available as needed</i> to respond to family outcomes)</p> <ul style="list-style-type: none"> <li>○ T creates a monthly schedule to contact parents with updates about Ss or the instructional program. The schedule may include dates for newsletters to be sent home, e-mail announcements to individuals or the whole class, phone calls, or personal notes.</li> <li>○ T creates a form letter, which then only takes a minute to fill out, to communicate with parents about individual Ss. This recognizes the child as an individual and respects the parents enough to tell them so.</li> <li>○ T sends a monthly progress report, generated by the school-based software program, to all parents. The report provides parents with updated information on their Ss' progress</li> </ul>	<p><b>Information about the Instructional Group</b> (The teacher provides frequent information to families, as appropriate, about the instructional program. <i>Students participate</i> in preparing materials for their families)</p> <ul style="list-style-type: none"> <li>○ Students and teacher prepare materials for open house or back-to-school night. These materials include information about the units of study, homework and grading policies, expectations for student work and behavior, and comments from the students about what they want to learn in this class</li> <li>○ Students write a monthly or weekly newsletter. Groups of students write the newsletter, with each focusing on a different aspect of the class. One student, on a rotating basis, is the editor of the newsletter</li> <li>○ Students run a blog that talks about different aspects of the class. The teacher invites parents to leave comments on the blog</li> </ul> <p><b>Information about Individual Students</b> (The teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity)</p> <ul style="list-style-type: none"> <li>○ Each Friday, students complete a "homework success" report that lists any missing assignments for the week. Parents sign and students return the report on Monday</li> <li>○ T uses an online grade book so that families can access these records privately at any time to monitor the progress of their children</li> <li>○ As the end of each class or day, students write their reflections in a learning log. Reflections relate to what they have learned that class or day be driven by a teacher prompt or question or may be driven by students. The teacher uses this time to jot a note to parents of several students each day to communicate with them about their students, and students take the learning logs home each</li> </ul>	<ul style="list-style-type: none"> <li>*Communications through</li> <li>*Regular Parent Newsletter</li> <li>*Web Letter</li> <li>*Weekly Content Assignments</li> <li>*Parent Conference Record</li> <li>*Family Contact Log</li> <li>*Summer Assignment Letters</li> </ul>

	<p><b>Engagement of Families in the Instructional Groups</b> (efforts to engage families in the instructional program are <i>frequent and successful</i>)</p> <ul style="list-style-type: none"> <li>○ T attends parent-teacher association meetings, luncheons, picnics, evening coffees, and home visits whenever possible</li> <li>○ T creates a survey that includes questions about both the S and family, such as interests, hobbies, and areas of expertise, for parents to complete during the first few weeks of school</li> <li>○ T creates a parent resource directory that lists parents' occupations, skills, hobbies, and interests along with their availability and willingness to share these resources with the class</li> <li>○ T invites parents to student presentations such as science fairs, author's teas, class plays, media demonstrations, poetry jamborees etc.</li> <li>○ T creates assignments, such as interviewing, polling, or collecting information about the household, that require Ss to engage with members of their immediate and extended family</li> </ul>	<p>night for a parent or guardian to sign. Parents may also respond in the log with a question or comment. The teacher checks learning log signatures each morning. The process and frequency for using this strategy varies according to the age and level of the students. For younger students, the learning log is teacher-driven at first, with the whole class brainstorming and then deciding on one idea that is written on the board for everyone to copy into their logs. As the year progresses, the process becomes more student-driven and individualized. At the secondary level, after the process has been modified for students, they write independently. The frequency may vary from daily to weekly to several times each month</p> <ul style="list-style-type: none"> <li>○ Teacher arranges parent-teacher-student conferences twice a year. In preparation, students self-assess their strengths and areas for growth and write two goals they want to work toward. During the conferences with their parents, students present their reflection and goals for the rest of the school year</li> </ul> <p><b>Engagement of Families in the Instructional Groups</b> (The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation)</p> <ul style="list-style-type: none"> <li>○ Parent volunteers work with students to write the weekly or monthly class newsletter, working with the newsletter group in class on selected days during the month</li> <li>○ Students host and invite parents to classroom or school events, such as science fairs, authors teas, poetry jamborees, or geography bees</li> <li>○ Students suggest activities they might undertake at home to extend their learning</li> </ul>	
<p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>○ Relationships</li> </ul>	<p><b>Relationships with Colleagues</b> (relationships with colleagues are characterized by <i>mutual support and cooperation</i>)</p> <ul style="list-style-type: none"> <li>○ T interacts with grade-level or department colleagues on a regular basis, discussing how to improve instruction for all</li> </ul>	<p><b>Relationships with Colleagues</b> (Relationships with colleagues are characterized by mutual support and cooperation. The teacher <i>takes initiative in assuming leadership</i> among the faculty)</p>	<p>*Professional Study Group Agenda/Minutes</p>

<ul style="list-style-type: none"> <li>○ with colleagues</li> <li>○ Involvement in a culture of professional inquiry</li> <li>○ Service to the school</li> <li>○ Participation in school and district projects</li> </ul>	<p>Ss</p> <ul style="list-style-type: none"> <li>○ T shares newly acquired instructional strategies with colleagues on a regular basis</li> <li>○ TT works with grade-level or department colleagues to identify areas of S needs that they can address together</li> <li>○ T participates as a member of the school-based professional development team, creating opportunities for collaboration and job-embedded learning</li> <li>○ T regularly demonstrates a willingness to work collaboratively with colleagues to develop and implement new ideas</li> <li>○ T regularly examines the practices, policies, and procedures of the school to evaluate their effect on S learning</li> <li>○ T engages in analysis, reflection, discussion, and debate with the intent to improve instructional practice</li> </ul> <p><b>Involvement in a Culture of Professional Inquiry</b> (teacher actively participates in a culture of professional inquiry)</p> <ul style="list-style-type: none"> <li>○ T participates in a discussion group with colleagues about S test data to determine appropriate instructional strategies for struggling Ss</li> <li>○ T participates in school-based professional development and shares ideas to promote increased understanding among colleagues</li> <li>○ T conducts action research in the classroom to determine areas of S need</li> <li>○ T continually reviews education Web sites and shares pertinent sties with colleagues</li> <li>○ T regularly collaborates with colleagues, which may include special area Ts, school specialists, content-area specialists, or special educators, to plan instruction that meets the needs of all learners</li> <li>○ T participates in a "circle of friends" or study group to examine S work</li> </ul> <p><b>Service to the School</b> (teacher volunteers to participate in school events, making a <i>substantial contribution</i>)</p> <ul style="list-style-type: none"> <li>○ T participates in back-to-school night and prepares a common handout, explaining the curriculum to be taught for the year for all grade-level or department colleagues</li> <li>○ T attends parent-teacher association meetings and shares ideas for possible areas of focus for the year</li> <li>○ T assists at school events, such as food drives or school</li> </ul>	<ul style="list-style-type: none"> <li>○ T has created an area on the school Web site where teachers can post effective classroom strategies</li> <li>○ T hosts an after-school book study on a jointly determined book to assist colleagues in planning to meet an identified student need</li> <li>○ T encourages colleagues to pursue National Board certification and hosts after-school support groups for those involved</li> <li>○ T leads a school based-professional development team, convening meetings and organizing job-embedded learning opportunities for faculty members</li> <li>○ T demonstrates a willingness to challenge practices, policies, and procedures of the school if they are not having the desired effect on student learning</li> </ul> <p><b>Involvement in a Culture of Professional Inquiry</b> (The teacher takes a leadership role in promoting a culture of professional inquiry)</p> <ul style="list-style-type: none"> <li>○ T initiates and leads a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students</li> <li>○ T develops a needs assessment to address school-based professional development areas to focus on for the year</li> <li>○ T facilitates school-based professional development for colleagues</li> <li>○ T conducts action research in the classroom to determine areas of student need and discusses findings with colleagues, brainstorming additional strategies to adjust instruction</li> <li>○ T facilitates a bimonthly meeting of teachers to examine student work</li> </ul> <p><b>Service to the School</b> (The teacher volunteers to participate in school events, making a substantial contribution, and assumes a <i>leadership role</i> in at least one aspect of school life)</p> <ul style="list-style-type: none"> <li>○ T coordinates such activities as the food drive or school Olympics</li> <li>○ T coordinates the annual school talent show or other</li> </ul>	<p>*Professional Community Log</p>
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	<p>Olympics</p> <ul style="list-style-type: none"> <li>○ T participates in the school carnival by having Ss make create items for the silent auction</li> <li>○ T participates in events such as the monthly Family Math Night, teaching families strategies to support Ss at home</li> <li>○ T volunteers to chaperone one or more field trips for various S groups throughout the year</li> </ul> <p><b>Participation in School and District Projects</b> (teacher <i>volunteers</i> to participate in school and district projects, making a <i>substantial</i> contribution)</p> <ul style="list-style-type: none"> <li>○ T participates in school-based discussion groups to determine appropriate instructional strategies for Ss based on assessment data</li> <li>○ T mentors Ts new to the school</li> <li>○ T attends training designed to share appropriate strategies for mentors</li> <li>○ T participates in a district-level initiative to develop a revised curriculum for new T training</li> <li>○ T is a member of school-based and district-wide committees</li> </ul>	<p>identified yearly event</p> <ul style="list-style-type: none"> <li>○ T serves as a club sponsor and coordinates its annual fundraising</li> <li>○ T initiates and coordinates the community service program, in which students from across the district participate in volunteer activities</li> </ul> <p><b>Participation in School and District Projects</b> (The teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a <i>leadership role</i> in a major school or district project)</p> <ul style="list-style-type: none"> <li>○ T initiates a school-wide discussion group about student test data. The teacher then facilitates biweekly meetings to determine appropriate instructional strategies for teachers to use with struggling students</li> <li>○ T participates in district wide committees that shape the direction of curriculum and instructional decisions for all students</li> <li>○ T leads a school-based conversation to update colleagues about district wide decisions</li> <li>○ T facilitates district wide professional development activities for new and experienced teachers</li> <li>○ T leads the district committee on health and wellness and is a liaison between the school board and community members</li> </ul>	
<p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>○ Enhancement of content knowledge and pedagogical skill</li> <li>○ Receptivity to feedback from colleagues</li> <li>○ Service to the profession</li> </ul>	<p><b>Enhancement of Content Knowledge and Pedagogical Skill</b> (teacher <i>seeks out</i> opportunities for professional development to enhance content knowledge and pedagogical skill)</p> <ul style="list-style-type: none"> <li>○ T attends district-sponsored professional development activities related to his subject area or grade level</li> <li>○ T offers professional development activities for colleagues at the school</li> <li>○ T attends university classes related to her content area</li> <li>○ T reads educational periodicals for current information about effective instructional strategies</li> <li>○ T visits colleagues' classrooms to enhance his own instructional skills</li> <li>○ T continuously seeks better, more effective ways to help Ss</li> <li>○ T works in collaborative teams to examine how lessons align with the state learning standards mapped in the curriculum</li> </ul>	<p><b>Enhancement of Content Knowledge and Pedagogical Skill</b> (The teacher seeks out opportunities for professional development and makes a <i>systematic effort</i> to conduct action research)</p> <ul style="list-style-type: none"> <li>○ T attends professional development activities and then shares implementation strategies with colleagues</li> <li>○ T applies newly acquired knowledge and skills and determines their effect on students learning</li> <li>○ T conducts research in her classroom and shares results with colleagues at conferences</li> <li>○ T leads a study group with colleagues</li> <li>○ T reads monthly educational periodicals and shares pertinent articles with colleagues</li> <li>○ T develops a schedule for colleagues in a team department to visit each other's classrooms</li> <li>○ T leads grade-level or department meetings that are designed for professional learning</li> </ul>	<p>*Professional Growth Goals and Plans *Professional Development Log</p>

	<ul style="list-style-type: none"> <li>○ T works with colleagues to design benchmark assessments to measure how Ss are demonstrating that they understand the skills and strategies that were taught</li> <li>○ T checks assessment results and adjusts instruction according to research-based practices</li> </ul> <p><b>Receptivity to Feedback from Colleagues</b> (teacher <i>welcomes feedback</i> from colleagues, from supervisors, or through professional collaboration)</p> <ul style="list-style-type: none"> <li>○ T responds to observation feedback from supervisors or colleagues to improve teaching and learning</li> <li>○ After receiving feedback from a colleague, T invites the colleague to review and comment on the changes she made to an instructional plan or teaching strategy</li> <li>○ T participates in peer coaching to improve instruction and student learning</li> </ul> <p><b>Service to the Profession</b> (teacher <i>participates actively</i> in assisting <i>other educators</i>)</p> <ul style="list-style-type: none"> <li>○ T serves as a cooperating T for S teachers</li> <li>○ T hosts grade-level or department planning meetings</li> <li>○ T is a mentor to new T on Staff</li> <li>○ T welcomes colleagues into the classroom to observe instruction</li> </ul>	<p><b>Receptivity to Feedback from Colleagues</b> (The teacher <i>seeks out</i> feedback on teaching from both supervisors and colleagues)</p> <ul style="list-style-type: none"> <li>○ T invites a supervisor and colleagues into his classroom to observe and provide feedback</li> <li>○ T videotapes her practice and asks colleagues and supervisors for feedback about a specific goal</li> <li>○ T facilitates the collaborative examination of student work to improve instruction and student learning</li> <li>○ T meets with colleagues or supervisors to discuss professional learning plan goals and action steps</li> </ul> <p><b>Service to the Profession</b> (The teacher <i>initiates</i> important activities to <i>contribute to the profession</i>)</p> <ul style="list-style-type: none"> <li>○ T coordinates assignments of student teachers for department or team</li> <li>○ T provides training sessions and discussion groups for cooperating teachers</li> <li>○ T writes articles for a professional publication</li> <li>○ T is a district-level trainer, delivering professional development related to content and pedagogy</li> <li>○ T coordinates a visitation schedule for colleagues to observe one another's classroom</li> </ul>	
<p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>○ Integrity and ethical conduct</li> <li>○ Service to students</li> <li>○ Advocacy</li> <li>○ Decision Making</li> <li>○ Compliance with school and district regulations</li> </ul>	<p><b>Integrity and Ethical Conduct</b> (teacher displays <i>high standards</i> of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public)</p> <ul style="list-style-type: none"> <li>○ T implements methods that ensure that S records, including test scores, anecdotal comments, and S progress reports, are kept private and confidential</li> <li>○ T maintains scrupulous records for the collection of money from Ss, inviting colleagues or Ss to help improve the system</li> <li>○ T is careful not to betray confidences about colleagues in the school</li> </ul> <p><b>Service to Students</b> (teacher is <i>active</i> in serving students)</p> <ul style="list-style-type: none"> <li>○ T volunteers to participate in a before-or-after school homework support club</li> </ul>	<p><b>Integrity and Ethical Conduct</b> (The teacher can be counted on to hold the <i>highest standards</i> of honesty, integrity, and confidentiality and takes a <i>leadership role</i> with colleagues)</p> <ul style="list-style-type: none"> <li>○ T takes a leadership role in ensuring that all student records are maintained in a confidential manner</li> <li>○ T steps in, when necessary, to ensure that colleagues maintain confidentiality of student records, making the point firmly but with tact</li> <li>○ T takes a leadership role in developing a school-wide system for collecting funds from students for such things as school pictures</li> <li>○ T ensures that colleagues do not betray confidences about one another, conveying that to do so is unprofessional</li> </ul>	<p>*Peer Mentor Referral Form</p>

	<ul style="list-style-type: none"> <li>○ T refers Ss in need to a peer mentoring program</li> <li>○ T quietly donates used clothing to Ss in need</li> </ul> <p><b>Advocacy</b> (teacher <i>works to ensure</i> that all students receive a fair opportunity to succeed)</p> <ul style="list-style-type: none"> <li>○ For Ss with special needs, teacher arranges a meeting of all involved staff members to explain ways that the staff can successfully work with the Ss. Parents are invited to attend these meetings, which occur shortly after the start of school, to provide additional insight and suggestions for helping their Ss succeed in the school environment</li> </ul> <p><b>Decision-Making</b> (teacher maintains an <i>open mind</i> and <i>participates</i> in team or departmental decision making)</p> <ul style="list-style-type: none"> <li>○ Upon request, T contributes ideas and data needed to make team-, department-, or building-level decisions that may include determining the master schedule, determining the assignment of Ss to Ts, determining program and course offerings, or aligning curriculum and resources to needs of Ss</li> </ul> <p><b>Compliance with School and District Regulations</b> (teacher <i>complies fully</i> with school and district regulations)</p> <ul style="list-style-type: none"> <li>○ T is consistent and on time in attendance at team and faculty meetings</li> <li>○ T is consistent and on time in completing and submitting required reports and paperwork</li> <li>○ T dresses appropriately for the school setting, reflecting a professional image and serving as a model to Ss</li> <li>○ T abides by district regulations about videotaping or photographing Ss</li> </ul>	<p><b>Advocacy</b> (The teacher is highly proactive in serving students, seeking out resources when needed)</p> <ul style="list-style-type: none"> <li>○ T develops an after-school homework club, enlisting student volunteers and colleagues to provide support on designated days throughout the week</li> <li>○ T organizes a faculty clothing drive to which colleagues donate gently used clothing that is then distributed to students in need</li> <li>○ T arranges for a panel of experts from the community, such as university professors, health care workers, or representatives from local service organizations, to speak to a faculty meeting or conference day to outline the local resources available for students with special needs</li> </ul> <p><b>Decision-Making</b> (The teacher makes a <i>concerted effort to challenge negative attitudes or practices</i> to ensure that all students, particularly those traditionally underserved, are honored in the school)</p> <ul style="list-style-type: none"> <li>○ T provides information to colleagues, which may be in the form of an after school workshop, about academic and behavioral health interventions that support students with disabilities</li> <li>○ T researches programs to address bullying, including several successful intervention programs currently available to schools and makes a presentation to faculty</li> </ul> <p><b>Compliance with School and District Regulations</b> (The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards)</p> <ul style="list-style-type: none"> <li>○ T leads team, grade-level, or department discussions for the purpose of making recommendations or decisions that may include determining the assignment of students to teachers, determining programs and course offerings, or aligning course offerings and teaching assignments to the needs of students</li> <li>○ T solicits and organizes specific data and feedback from colleagues necessary to make team or departmental decisions</li> </ul>	
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Adapted from Danielson, C. (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. Alexandria, VA: Association for Supervision and Curriculum Development and Danielson, C. et. al. (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.