**Participant**

**Materials**

***Introduction to the Framework for Teaching***

**WORKSHEET #1**

**Wisdom of Practice**

Qualities of Teaching Tied to Student Learning

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**WORKSHEET #2**

**Identifying the Domains**

A. \_\_\_\_\_ Students are greeted at the door my Ms. G as they enter the room.

B. \_\_\_\_\_ Mr. J asks students, as part of the lesson, to brainstorm examples of primitive tools.

C. \_\_\_\_\_ Mr. A. knows that his students have already learned about adjectives. He plans to incorporate this learning into his lesson about the composition of the paragraph.

D. \_\_\_\_\_ All teachers in the school meet regularly in grade-level learning communities.

E. \_\_\_\_\_ Students are to write a letter from a fictional civil war soldier.

F. \_\_\_\_\_ The teacher notices two students text messaging during the lesson; she moves toward them and hand signals them to turn off their phones.

G. \_\_\_\_\_ After the lesson, Mr. B chats with another teacher about it, and says that in subsequent lessons he will assign fewer students to each group and he will balance the groups by reading ability.

H. \_\_\_\_\_ The teacher is creating the end of unit test, which will be administered next week.

I. \_\_\_\_\_ During the week, students in Ms. K’s science class perform experiments on different types of rocks.

J. \_\_\_\_\_ Mr. D suggests that before he teaches this lesson again, he will revise the written activity, since it failed to capture the essential learnings he was targeting.

K. \_\_\_\_\_ The high school classroom is well-organized, with all materials clearly labeled and tables arranged for group work.

**WORKSHEET #3a**

**Exploring Domain 3 Component \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NOTE:** DO NOT restate the rubric. Instead, provide a scenario, or example, that illustrates that level of performance.

1. Specific “for instance”, or example, that matches with the rubric words for the **Failing** **level:**
2. Specific “for instance”, or example, that matches with the rubric words for the

**Needs** **Improving:**

1. Specific “for instance’, or example, that matches with the rubric words for the

**Proficient level:**

1. Specific “for instance”, or example, that matches with the rubric words for the **Distinguished level:**

**WORKSHEET #3b**

**Generalizing about the Levels of Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
|  |  |  |  |

Reflection Question: What qualities can teachers build into their lessons to make them more engaging?

**Component 1a: Demo. Knowledge of Content/Pedagogy**

1. Teacher wrote a scholarly article
2. Lesson plans/structure/content/relevance
3. Teacher explanation of probable Students’ misconceptions
4. Teacher’s answers to student questions during class
5. Teacher presented a workshop to faculty
6. Teacher explains the structure of discipline prior to lesson
7. Teacher tells observer how this lesson fits into the larger unit
8. Teacher adjusts the lesson midstream based on Students’ misconceptions
9. Teacher poses different levels of content questions during the lesson
10. Teacher states how this lesson connects to content standards

**WORKSHEET #4**

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP #3:This column completed with teacher through rubric comparison** | **STEP #1: FORM #1, LESSON PLAN**  **(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)** | | **STEP #3:This column completed with teacher through rubric comparison** |
|  | **DOMAIN 1** | **DOMAIN 4: List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components** |  |
| * F * NI * P * D | 1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? | 4a. Reflecting on Teaching: (Following the lesson) Collect samples of the students’ work from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. | * F * NI * P * D |
| * F * NI * P * D | 1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? | 4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? | * F * NI * P * D |
| * F * NI * P * D | 1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? | 4c. Communicating with Families: What specifically have you learn by communicating with families that impacted your planning of this lesson? | * F * NI * P * D |
| * F * NI * P * D | 1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? | 4d. Participating in a Professional Community: In what ways is today’s lesson related to collaboration with colleagues? | * F * NI * P * D |
| * F * NI * P * D | 1e.Designing Coherent Instruction: List very briefly the steps of the lesson. | 4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? | * F * NI * P * D |
| * F * NI * P * D | 1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? | 4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? | * F * NI * P * D |

**WORKSHEET #5**

Focus Questions for Domain 2

2a: The distinguished level of this component refers to individualizing respect. Give an example of what this means.

2b. What is the difference between this component: (2B) A Culture for Learning, and (2A): Respect and Rapport?

2c. At the distinguished level of this component, *students* manage some of the classroom procedures. Which procedures are appropriate for students to manage? Why?

2d: In the distinguished level of this component, the teacher’s management of student behavior is “subtle and preventive”. Give some examples of this type of management.

2e: What do students have to be specifically taught in order for them to function at the distinguished level of this component?

**THE FRAMEWORK FOR TEACHING**

|  |  |
| --- | --- |
| **Domain 1**  **Planning and Preparation**  **a. Demonstrating Knowledge of Content**  **and Pedagogy**  Knowledge of Content and the Structure of the Discipline  Knowledge of Prerequisite Relationships  Knowledge of Content-Related Pedagogy  **b. Demonstrating Knowledge of Students**  Knowledge of Child and Adolescent Development  Knowledge of the Learning Process  Knowledge of Students’ Skills, Knowledge, and Language Proficiency  Knowledge of Students’ Interests and Cultural Heritage  Knowledge of Students’ Special Needs  **c. Selecting Instructional Outcomes**  Value, Sequence, and Alignment  Clarity  Balance  Suitability for Diverse Learners  **d. Demonstrating Knowledge of Resources**  Resources for Classroom Use  Resources to Extend Content Knowledge and Pedagogy  Resources for Students  **e Designing Coherent Instruction**  Learning Activities  Instructional Materials and Resources  Instructional Groups  Lesson and Unit Structure  **f. Designing Student Assessment**  Congruence with Instructional Outcomes  Criteria and Standards  Design of Formative Assessments | **Domain 2**  **The Classroom Environment**    **a. Creating an Environment of Respect and Rapport**  Teacher Interaction with Students  Student Interactions with One Another  **b. Establishing a Culture for Learning**  Importance of the Content  Expectations for Learning and Achievement  Student Pride in Work  **c. Managing Classroom Procedures**  Management of Instructional Groups  Management of Transitions  Management of Materials And Supplies  Performance of Non-Instructional Duties  Supervision of Volunteers And Paraprofessionals  **d. Managing Student Behavior**  Expectations  Monitoring of Student Behavior  Response to Student Misbehavior  **e. Organizing Physical Space**  Safety and Accessibility  Arrangement of Furniture and Use of Physical Resources |
| **Domain 4**  **Professional Responsibilities**  **a. Reflecting on Teaching**  Accuracy  Use in Future Teaching  **b. Maintaining Accurate Records**  Student Completion of Assignments  Student Progress in Learning  Non-instructional Records  **c. Communicating with Families**  Information About the Instructional Program  Information About Individual Students  Engagement of Families in the Instructional Program  **d. Participating in a Professional**  **Community**  Relationships with Colleagues  Involvement in a Culture of Professional Inquiry  Service to the School  Participation in School and District Projects  **e. Growing and Developing Professionally**  Enhancement of Content Knowledge and Pedagogical Skill  Receptivity to Feedback from Colleagues  Service to the Profession  **f. Demonstrating Professionalism**  Integrity And Ethical Conduct  Service To Students  Advocacy  Decision Making | **Domain 3**  **Instruction**  **a. Communicating with Students**  Expectations for Learning  Directions and Procedures  Explanations of Content  Use of Oral and Written Language  **b. Using Questioning and Discussion Techniques**  Quality of Questions  Discussion Techniques  Student Participation  **c. Engaging Students in Learning**  Activities and Assignments  Grouping of Students  Instructional Materials and Resources  Structure and Pacing  **d. Using Assessment in Instruction**  Assessment Criteria  Monitoring of Student Learning  Feedback to Students  Student Self-Assessment and Monitoring of Progress  **e. Demonstrating Flexibility and Responsiveness**  Lesson Adjustment  Response to Students  Persistence |

**Evidence Vs. Opinion**

1. **The teacher has a warm relationship with the students.**
2. **The teacher said that the South should have won the Civil War.**
3. **The table groups were arranged in 2 x 2 pods.**
4. **The materials and supplies were organized well.**
5. **Wait time was insufficient for student thinking.**
6. **The teacher stated that students have learned to add 2-digit numbers in preparation for today’s lesson.**
7. **Six students, questioned randomly, did not know the day’s learning goals.**

**WORKSHEET #6**

Evidence vs. Opinion

|  |  |  |  |
| --- | --- | --- | --- |
| SCENARIO | **E/O?** | **REWRITE OPINION AS EVIDENCE** | **D/C** |
| 1. Ss in Mr. T’s biology class don’t seem to like him. |  |  |  |
| 1. Two Ss off task – disrupt others. Mr. P. goes over, stands. Behavior stops. |  |  |  |
| 1. Mr. J.: “Boys shouldn’t take home economics.” |  |  |  |
| 1. (First day of class) Ms. J – roll: “Correct me if I mispronounce your name” |  |  |  |
| 1. Ss didn’t do very well on the biology test. |  |  |  |
| 1. Ms. A. tells Ss, “disappointed” with performance on test. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCENARIO** | **E/O?** | **REWRITE OPINION AS EVIDENCE** | **D/C** |
| 1. T. has difficulty managing several instructional groups at once. |  |  |  |
| 1. Ss experimenting with batteries, bulbs and wire. Two Ss borrow supplies to take home. |  |  |  |
| 1. Ss watch interviews – TV; small group discuss techniques used. |  |  |  |
| 1. When tests are returned, @ 7 students make comments that they didn’t understand the grading criteria. 2 students said, “Unfair!” |  |  |  |
| 1. Ss demonstrate their findings with pride. |  |  |  |
| 1. The room is attractive and cheerful. |  |  |  |

**WORKSHEET #7**

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **\_\_\_\_\_ Formative \_\_\_\_\_ Summative** | |  |
| **STEP #3:This column completed with teacher through rubric comparison** | **STEP #1:LESSON PLAN**  **(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)** | **STEP #4: POST-TEACHING**  **(Evidence not required for each D4 component for 1 lesson)** | **STEP #3:This column completed with teacher through rubric comparison** |
|  | **DOMAIN 1** | **DOMAIN 4:** |  |
| * F * NI * P * D | 1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? | 4a. Reflecting on Teaching: What reflections caused you to design the lesson as you did? After the lesson, state whether the objectives have been met, specifically by whom, and how you know. | * F * NI * P * D |
| * F * NI * P * D | 1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? | 4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? | * F * NI * P * D |
| * F * NI * P * D | 1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? | 4c. Communicating with Families: What specifically have you learn by communicating with families that impacted your planning of this lesson/ | * F * NI * P * D |
| * F * NI * P * D | 1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? | 4d. Participating in a Professional Community: In what ways is today’s lesson related to collaboration with colleagues? | * F * NI * P * D |
| * F * NI * P * D | 1e.Designing Coherent Instruction: List very briefly the steps of the lesson | 4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? | * F * NI * P * D |
| * F * NI * P * D | 1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? | 4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? | * F * NI * P * D |

**WORKSHEET #8**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP #3:This column completed with teacher through rubric comparison** | **STEP #2: FORM #2A, EVIDENCE FOR DOMAINS 2, 3**  **\_\_\_\_\_Announced \_\_\_\_Unannounced**  **\_\_\_\_ Formative \_\_\_ Summative** | | **STEP #3: This column completed with teacher through rubric comparison** |
| * F * NI * P * D | **2a. Creating a Climate of Respect and Rapport**  Teacher Interaction with Students  Student Interactions with One Another | **3a. Communicating with Students**  Expectations for Learning  Directions and Procedures  Explanations of Content  Use of Oral and Written Language | * F * NI * P * D |
| * F * NI * P * D | **2b. Creating a Culture for Learning**  *Importance of the Content*  *Expectations for Learning and Achievement*  *Student Pride in Work* | **3b. Using Questioning and Discussion Techniques**  *Quality of Questions*  *Discussion Techniques*  *Student Participation* | * F * NI * P * D |
| * F * NI * P * D | **2c. Managing Classroom Procedures**  *Management of Instructional Groups*  *Management of Transitions*  *Management of Materials And Supplies*  *Performance of Non-Instructional Duties*  *Supervision of Volunteers And Paraprofessionals* | **3c. Engaging Students in Learning**  *Activities and Assignments*  *Grouping of Students*  *Instructional Materials and Resources*  *Structure and Pacing* | * F * NI * P * D |
| * F * NI * P * D | **2d. Managing Student Behavior**  Expectations  Monitoring of Student Behavior  Response to Student Misbehavior | **3d. Assessing Student Learning**  Assessment Criteria  Monitoring of Student Learning  Feedback to Students  Student Self-Assessment and Monitoring of Progress | * F * NI * P * D |
| * F * NI * P * D | 2e. Organizing the Physical Space  Safety and Accessibility  Arrangement of Furniture and Use of Physical Resources. | 3e. Demonstrating Flexibility and Responsiveness  Lesson adjustment  LeR Response to Students  Persistence | * F * NI * P * D |

**Lesson Plan**

**Middle School Math Teacher Self Assessment**

**Domain 1: Planning and Preparation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students’ prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way. | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement or**  **Progressing** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards. | Teacher’s plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards. | Teacher’s plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards. | Teacher’s plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning. |
| *1b: Demonstrating knowledge of students* | Teacher ‘s plans contain little to no evidence of knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding. | Teacher shows awareness of the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole. | Evidence that the teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. | Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge. | Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, and uses them in teaching, and to meet individual student needs. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and includes different pathways according to student needs. |
| *1f: Designing student assessment* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning. | Teacher’s plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students. |

**Domain 2: The Classroom Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available. | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement or**  **Progressing** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.  Minimal evidence of clear standards of behavior being visible in the classroom. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent. |
| *2b: Establishing a culture for learning* | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only “going through the motions.” | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work. | Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently. | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation. |
| *2d: Managing student behavior* | No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity. | Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher’s monitoring of student behavior is subtle and preventive, and the teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. Teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

**Domain 3: Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives. | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement or**  **Progressing** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’s attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate and ineffective to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate and effective for the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully developed or maintained. | Activities and assignments, materials, and groupings of students are fully appropriate and effective for the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pacing. | Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using assessment in instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies. |

**Domain 4: Professional Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners. | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement or**  **Progressing** | **Proficient** | **Distinguished** |
| *4a: Reflecting on teacher and student learning* | Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher’s reflection is a sometimes accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher’s reflection accurately assesses the lesson’s effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson improvement. | Teacher’s reflection accurately and effectively assesses the lesson’s effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| *4b: System for managing students’ data* | Teacher’s information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray. | Teacher’s information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy. | Teacher’s information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective. | Teacher’s information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information. |
| *4c:Communicating with families* | Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program. | Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues. | Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication. | Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning. |
| *4d: Participating in a professional community* | Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| *4e: Growing and developing professionally* | Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession. | Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators. | Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. |
| *4f: Showing professionalism* | Teacher’s professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations. | Teacher’s interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher’s interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations. |

**Observation Summary**

Component Strengths of the Teacher’s Practice (List no more than two components.)

Component Areas for Growth in the Teacher’s Practice (List no more than two components)

|  |
| --- |
| Next Steps: |

**We have conducted a conversation and rubric assessment on the above items.**

Teacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Administrator’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

**Worksheet #11**

**Framing Suggestions as Questions**

Below you’ll see some evidence noted by the observer, followed by a typical observer comment related to that evidence. Change the comment to a question that will elicit the correct response from the teacher.

1. The teacher called mostly on girls during the lesson: “Try calling on genders more equally.”
2. Eleven students were off-task during the guided practice portion of the lesson: “Make sure all students are paying attention.”
3. The assessment does not match the goals of the lesson: “Make sure your assessment actually measures the learning goals.”
4. Most of the questions the teacher asked were of a lower-level nature: “Aim for posing more higher-order questions.”
5. The teacher provided limited feedback to students about their responses during the discussion: “Make sure your feedback is substantive, accurate, constructive, timely and specific

Observation of Domain 3, Component B

|  |  |
| --- | --- |
| **Observer #1** | **Observer #2** |
| *T: How many? When do you do that?*  *What are the reasons. . .*  *Can you help?*  *Who was the one who. . .*  *When did that happen?*  *Is that a true statement?*  *Who knows . . . ?*  *In what ways . . .?*  *Who can tell me . . .?*  *When we remember what we read yesterday, what did we decide was the reason that . . .?*  *What are some other ways you can think of?*  *Was he right or not?*  *Do you agree?*  *Why?*  *How many . . .?*  *Can you estimate?*  *What do you predict . . .?*  *Which one . . . ?*  *Are there any other reasons?*  *Who thinks something else?*  *What is the location of that?*  *Who would you think . . .?*  *Why?*  *When the frog went to the hospital, what happened next?*  *If you were the little boy in the story, what would you have done?* | *The majority of questions posed were in the lower half of Bloom’s Taxonomy: who, what, when.*  *@ 20 questions were posed.*  *All questions were posed of volunteers.*  *@ 5/32 Ss volunteered.*  *All Qs were IRE, posed by the teacher with single-student responses.*  *Students were not asked to pose questions of their text, their teacher, or each other.* |

**Absence of Evidence**

Good, Bad, Does Not Apply?

|  |  |  |  |
| --- | --- | --- | --- |
| Example | A good thing because . . . | A bad thing because . . . | Does not apply because . . . |
| 1. There was no questioning and discussion during the instrumental music lesson; students performed their pieces without interruption. |  |  |  |
| 2. The teacher did not formatively assess whether students could meet the objective, which was to correctly understand and solve polynomials. |  |  |  |
| 3. There was no evidence of student misbehavior during the lesson. |  |  |  |
| 4. The aphasic students in this class were not invited to pose questions of each other. |  |  |  |
| 5. The teacher’s lesson plan did not contain a connection between this lesson and 4c: Communication with Families |  |  |  |
| 6. There was no evidence that students misunderstood the teacher’s oral direction. |  |  |  |
| 7. There was no differentiation during this lesson. The class included 3 students with learning differences, 2 students identified as gifted, and 1 student who was absent for two days prior to this lesson. |  |  |  |
| 8. There was no evidence of the use of technology in this phonics lesson. |  |  |  |
| 9. There is no evidence of student self-assessment during chemistry lab experiment. |  |  |  |
| 10. There is no evidence of flexibility and responsiveness during the lesson. It was delivered exactly as written/planned, without any modifications. |  |  |  |