

Teacher Intentionality of Practice Scale (TIPS)

TIP 1: Coherent, Connected Learning Progression			
Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Learning Progression (1a)	Implements sound, coherent learning progression.		
	Lesson contains <u>content errors, lacks clarity, and aligns poorly</u> with standards, objectives and assessments.	Lesson is generally clear, logically sequenced, and aligned well to standards, measurable objectives and assessments. Content taught is accurate.	Lesson is <u>consistently</u> clear, logically sequenced, and aligned well to standards, measurable objectives and assessments. Content taught is accurate and connected to the students.
	Lesson teaches processes/practices <u>separately from</u> concepts/content.	Lesson integrates practices/processes and knowledge:	Lesson requires students to engage <u>with both</u> processes/practices and concepts/content.
Connectedness of Learning (1b):	Connects learning to student lives and big ideas.		
	<u>No explicit connection</u> is made to big picture within discipline.	Learning is explicitly connected to the bigger picture within the discipline or to other disciplines.	<u>Multiple connections</u> are made throughout the lesson as to how lesson/concepts are connected to bigger picture within the discipline <u>and/or</u> other disciplines.
	<u>No explicit connections</u> are made to students' lives.	Connections are made to link content with students' lives or prior learning.	Connections are rich, vibrant, and linked to students' lives <u>and</u> prior learning. Students are actively involved in making real world connections.

Overall TIP 1 Score

Feedback/Comments:

TIP 2: Strategies, Resources, and Technologies That Enhance Learning

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Student-Centered Strategies (2a)	Facilitates learning through student-centered learning approaches.		
	Strategies and learning are <u>entirely abstract</u> .	Strategies provide concrete experiences and visual means to study abstract concepts and ideas.	Additionally, an <u>explicit link</u> is made to tie the concrete experience with the abstract idea.
	Students are <u>passive learners</u> and instruction focuses mostly on memorization of isolated facts and knowledge.	Students are active learners , engaged <u>during a significant portion</u> of the lesson in ways that support building conceptual understanding.	Students are active learners <u>throughout</u> the lesson and focused on <u>uniting</u> knowledge and skills to promote deep conceptual understanding.
	Learning is <u>only teacher-centered</u> and teacher-directed.	Instructional strategies are predominantly student-centered , requiring more than mimicking or verification of what teacher modeled.	Instructional strategies are <u>solely student-centered</u> , requiring <u>more than</u> mimicking or confirmation of what teacher modeled.
Resources and Technologies (2b):	Provides resources and technologies to support learning.		
	Materials and resources don't help make abstract ideas concrete for the learner.	Materials and resources provide concrete and visual means to study abstract ideas.	Materials and resources provide <u>multiple ways</u> for learners to concretely and visually study abstract ideas.
	Materials, resources, strategies, and technologies are largely lacking or lack purpose, distract learning, and lack efficiency.	Materials, resources, strategies, and technologies are not overly distractive and are purposeful and, when possible, are an enhancement to learning.	Materials, resources, and strategies are purposeful and technologies are <u>transformative</u> (allow us to do something that would not otherwise be possible).

Overall TIP 2 Score

Feedback/Comments:

**TIP 3:
Safe, Respectful, Well-Organized Learning Environment**

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Classroom Flow (3a)	Manages instructional time and non-instructional routines smoothly and effectively.		
	Teacher has difficulty properly pacing and refocusing class after transitions; lots of non-learning time wasted.	Pacing and transitions are efficient, smooth, with little time lost during transitions.	<u>Additionally</u> , students typically respond with automaticity to cues during lesson.
	Instructional procedures are disjointed and lack organization. Interruptions and non-instructional tasks significantly consume time.	Instructional procedures are clear, purposeful, <u>and</u> engaging. Any non-instructional interruptions are brief with students quickly refocusing.	<u>High automaticity in procedures</u> . After interruptions students quickly return to pre-established routines with little to no prompting from teacher.
	Students behave as if unaware or confused regarding basic routines.	Routines flow smoothly, are known by students, <u>and</u> provide little disruption to learning.	<u>Additionally</u> , students are familiar with and respond promptly to routine cues. <u>Classroom appears to “run itself.”</u>
Classroom Interactions (3b):	Manages student behavior effectively; Cultivates a respectful and collaborative climate.		
	Behavior management is lacking or poorly implemented. Student behavior significantly compromises classroom safety and instructional progression.	Behavior management is evident, clearly proactive, <u>and</u> appropriately reactive when necessary.	<u>Additionally</u> , students respond promptly to management expectations—consistently refocusing self and others.
	Teacher displays negative affect and lacks patience.	Teacher conveys solid presence, positive affect, and patience .	<u>Additionally</u> , all <u>students are engaged in</u> creating a positive, respectful environment.
	Teacher appears unapproachable, provides little to no support, is condescending, frequently sarcastic, and/or clearly disrespectful.	Teacher is approachable, supportive, and respectful during interactions.	Teacher demonstrates active support <u>for all</u> learners, and students engage in respectful dialogue with peers.

Overall TIP 3 Score

Feedback/Comments:

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**TIP 4:
Challenging, Rigorous Learning Experiences**

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Culture of Challenge (4a)	Facilitates climate of perseverance and high expectations.		
	Expectations are set low and/or not communicated clearly to students	Teacher sets and communicates appropriate, high expectations.	Teacher and students collectively pursue high expectations.
	Persistence, perseverance, and self-monitoring are not modeled by teacher or demonstrated by students.	Persistence, perseverance, and/or self-monitoring are modeled by teacher and demonstrated <u>by most</u> students.	Persistence, perseverance, <u>and/or</u> self-monitoring are demonstrated <u>by all</u> students, regardless of ability level.
Instructional Challenge (4b):	Provides challenging, differentiated learning experiences.		
	Lesson is <u>superficial</u> , lacking challenge or rigor.	Lesson provides appropriate challenge.	Lesson provides <u>significant opportunities</u> where all students are appropriately challenged.
	<u>Instruction is uniform</u> in delivery and <u>lacks scaffolding</u> to make learning accessible to most.	Instruction is differentiated and provides appropriate scaffolds to address varied levels of readiness.	Learning is differentiated to challenge <u>all learners</u> with appropriate scaffolds used to maximize learning.

Overall TIP 4 Score

Feedback/Comments:

TIP 5: Interactive, Thoughtful Learning

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Culture of Interactivity (5a)	Promotes culture of rich interactivity.		
	Teacher does not actively involve students in the lesson; student participation is missing or rare.	Questioning stimulates participation and involvement of all students at various points in the lesson.	Questioning stimulates participation and involvement of <u>all students consistently throughout</u> lesson.
	No explicit interactions are facilitated between teacher and students or among peers; instruction discourages conversation, questions, or engagement.	Interactions facilitated are at times conversational, engaging, and/or motivating .	Interactions facilitated are <u>consistently</u> conversational, engaging, and motivating throughout entire lesson.
	All learning is either intrapersonal (individual) or interpersonal (collaborative); No balance seen.	Learning experiences provide balance of interpersonal (collaborative) and intrapersonal (individual) learning.	<u>Additionally</u> , interpersonal and intrapersonal learning is effectively timed and linked to the lesson.
Depth of Engagement (5b):	Facilitates thoughtful, purposeful student engagement.		
	Interactions and assignments lack explicit purpose and personal connection to students.	Interactions and assignments are purposeful (linked to key skills and/or knowledge) and personal (relevant, motivating, engaging to learner).	<u>Additionally</u> , students provide evidence of connections to personal applications through discussion, reflections, or other observable data.
	Interactions <u>focus on one correct answer</u> ; typically short answer responses are expected.	Interactions frequently challenge students to explain, reason, and/or justify thinking and solutions.	<u>Additionally</u> , students frequently critique the responses of others students and the teacher.

Overall TIP 5 Score

Feedback/Comments:

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TIP 6: Creative, Problem-Solving Culture

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Creative Culture (6a)	Fosters creative, inquisitive learning environment.		
	Students are expected to give knowledge back in same form it was presented.	Creativity in expressing thoughts and ideas is encouraged. <u>Teacher models</u> creative approaches.	<u>Students</u> are expected to find novel ways to communicate, share, present, and/or discuss ideas and are praised for doing so.
	Student curiosity and questioning are stifled by teacher actions.	Culture perpetuates and <u>encourages</u> student curiosity and questioning .	Curiosity and questioning are <u>prevalent</u> during multiple aspects of the lesson.
Problem-Solving Environment (6b):	Provides learning experiences that encourage creativity and problem-solving.		
	No open-ended problems are studied. Students only learn to mimic teacher.	<u>Teacher creates environment</u> where students seek solutions to open-ended problems .	<u>Additionally, students are fairly self-directed</u> in their quest for solutions and open-ended problems are complex and/or multi-stepped.
	Lesson focuses on single perspective/solution with no student creativity allowed or encouraged.	Teacher presents lessons that provide opportunities for considering multiple perspectives and alternate solutions/explanations .	Students actively consider multiple perspectives and offer alternative solutions/explanations <u>without teacher prompting</u> .
	Everything is defined/told before students explore/question/observe (Algorithm, definitions, or explanation all precede experience). Or there is no explore at all.	Teacher facilitates student exploration of major concepts/ideas before formal explanation of occurs.	<u>Additionally, students take active role</u> in designing how the exploration will occur.

Overall TIP 6 Score

Feedback/Comments:

**TIP 7:
Monitoring, Assessment, and Feedback that Guide and Inform Instruction and Learning**

Score	1 (Needs Improvement)	3 (Proficient)	5 (Exemplary)
Feedback Guiding Learning (7a):	Provides feedback to guide and support student learning.		
	Teacher <u>feedback is lacking</u> or non-specific and vague.	Teacher <u>frequently</u> provides specific, focused feedback.	Teacher (and when appropriate students) <u>consistently</u> provides focused feedback that ties directly to objective(s).
	Teacher feedback is rare or absent and only corrective (right/wrong) when present.	Teacher <u>frequently</u> provides feedback that scaffolds learning.	<u>Additionally</u> , feedback is timely—given at time when students most need it.
Formative Assessments (7b):	Adjusts instruction based on formative assessment data.		
	Formative assessments are not evident except for didactic questioning of individual students.	Numerous formative assessments of all students occur during lesson with formative data guiding instructional decisions.	<u>Additionally</u> , learning is differentiated for students based on formative data; students routinely self-assess to monitor their own learning.
	Prior knowledge is not assessed.	Prior knowledge is assessed at beginning of lesson to identify benchmark ability/knowledge and relevant misconceptions held.	Prior knowledge/misconceptions are elicited and <u>clearly used to inform and guide instruction.</u>
	There is no lesson debrief/closure.	Lesson debrief/closure is clearly evident; teacher gathers information from some students to guide the next instructional steps.	<u>Additionally</u> , data are gathered from all to track the degree of understanding.

Overall TIP 7

Feedback/Comments:

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