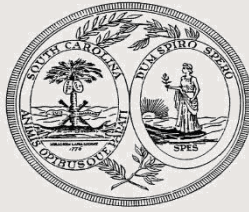




South Carolina Teaching Standards 4.0 Workbook



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

To South Carolina Educators:

We all know that educators make a real difference in the lives of students. South Carolina has been a national leader by having requirements for professional practice for decades. Over time, these requirements have evolved. The Expanded ADEPT Support and Evaluation System represents yet another step in the journey of improving our professional practice for the benefit of the students we serve.

The Expanded ADEPT Support and Evaluation System is designed for the continuous professional development of educators at all performance levels through an evaluation system that is valid, reliable, and fair and produces actionable and constructive feedback in support of professional growth. To better support educators with specific feedback related to professional practice, the South Carolina Department of Education (SCDE) adopted the National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric. A working group of education stakeholders from across the state identified the NIET Teaching Standards 4.0 rubric as a tool that provides a common language for educator professional growth and development, providing relevant feedback that is necessary to build effective instructional leaders and college- and career-ready students.

Implementation of the *SC Teaching Standards 4.0* rubric will take place gradually, with training and preparation taking place in teacher preparation programs and districts prior to full implementation in 2018–19. Your role as an evaluator, trainer of evaluators, and district implementation leader is critical in the quality implementation of this tool within the larger evaluation system. This is important work. It will take time and thoughtful consideration in order to implement it effectively within the local district context. Keep in mind during your training that the Expanded ADEPT system is evolving. The SCDE's Office of Educator Effectiveness will continue to refine the system according to feedback and data collected from system implementation. We welcome your feedback.

I thank you for your commitment in building a stronger educator evaluation system that is meaningful to educators, aligned to educators' continued professional growth and development, and thoughtful in its implementation.

Molly M. Spearman
State Superintendent of Education

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Day 1

Training Materials

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences and (c) integrated with other disciplines Expectations for each student's performance are clear, demanding and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed. There is evidence that some students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. explicit examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end and extended time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end and reflection. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle and end. Pacing is appropriate, for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure but may be missing closure or introductory elements. Pacing is appropriate, for few students and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology which enhances student learning and thinking Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.) In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning	<p>Teacher questions are varied and high quality, providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time (three-five seconds) is consistently provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate higher-order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are usually purposeful and coherent • A moderate frequency of questions is asked • Questions are often sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is often provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing some, but not all, question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent • A moderate frequency of questions is asked • Questions are sometimes sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is sometimes provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are random and lack coherence • A moderate frequency of questions is asked • Questions are rarely sequenced with attention to the instructional goals • Questions rarely require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is inconsistently provided • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities and group-work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities and group-work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities and group-work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to sometimes accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities and group-work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student-content knowledge.² The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects she or he teaches. Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students ³	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student's anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of student's anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

²A variety of subject-specific instructional strategies teach reading comprehension, for example, writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self-monitoring one's understanding, etc.

³Danielson, C (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking	<p>The teacher thoroughly teaches three of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information⁴ Practical thinking in which students use, apply and implement what they learn in real-life scenarios⁵ Creative thinking, in which students create, design, imagine and suppose⁶ Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems⁷ Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints Monitor their thinking to insure that they understand what they are learning, are attending to critical information and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher attempts to thoroughly teach one of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce two or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce one of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction</p>	<p>The teacher implements no activities that teach and reinforce the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p>

⁴Robert Sternberg (1998) Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72 ⁵Ibid ⁶Ibid

⁷Perkins, DN, Goodrich, H, Tishman, S, & Owen, J (1994) Learning Connections: Learning to think and thinking to Learn: Addison-Wesley

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Measurable and explicit goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge, are relevant to students' lives and integrate other disciplines ○ Provide appropriate time for student work, student reflection and lesson and unit closure. • Evidence that plan is appropriate for the age, knowledge and interests of all learners • Evidence that the plan provides regular opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge ○ Provide appropriate time for student work and lesson and unit closure • Evidence that plan is appropriate for the age, knowledge and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Some goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Sometimes align to state standards ○ Sometimes sequenced from basic to complex ○ Sometimes build on prior student knowledge ○ Sometimes provide appropriate time for student work and lesson and unit closure • Some evidence that plan is appropriate for the age, knowledge and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Rarely align to state standards ○ Rarely sequenced in logical order ○ Rarely build on prior student knowledge ○ Inconsistently provide time for student work and lesson and unit closure • Little evidence that plan is appropriate for the age, knowledge and interests of most learners • Little evidence that the plan provides some opportunities to accommodate individual student needs
Student Work ¹	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Organize, interpret, analyze, synthesize and evaluate information rather than reproduce it • Draw conclusions, make generalizations and produce arguments that are supported through extended writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret and analyze information rather than reproduce it • Draw conclusions and support them through writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret information rather than reproduce it • Sometimes draw conclusions and support them through writing • Sometimes connect what they are learning to prior learning 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Mostly reproduce information • Rarely draw conclusions and support them through writing • Rarely connect what they are learning to prior learning or life experiences
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are consistently aligned with state content standards. • Have clear appropriate measurement criteria. • Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • Require extended written tasks. • Are portfolio-based with clear illustrations of student progress toward state content standards. • Include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards. • Have clear measurement criteria. • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • Require written tasks. • Include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are sometimes aligned with state content standards. • Have measurement criteria. • Measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • Require limited written tasks. • Include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are rarely aligned with state content standards. • Have ambiguous measurement criteria. • Measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • Require limited written tasks. • Include performance checks although the purpose of these checks is not clear.

THE ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it, stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes all members and guests Is organized and understandable to all students and encourages student collaboration Supplies, equipment and resources are easily and readily accessible for all students Displays student work that frequently changes Is consistently arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes most members and guests Is organized and understandable to most students Supplies, equipment and resources are easily and accessible for most students Displays student work Is arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes some members and guests Is organized and understandable to some students Supplies, equipment and resources are accessible Displayed student work is not updated regularly Is sometimes arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Is somewhat cold and uninviting Is not well organized and understandable to students Supplies, equipment and resources are difficult to access Does not display student work Is not arranged to promote group learning

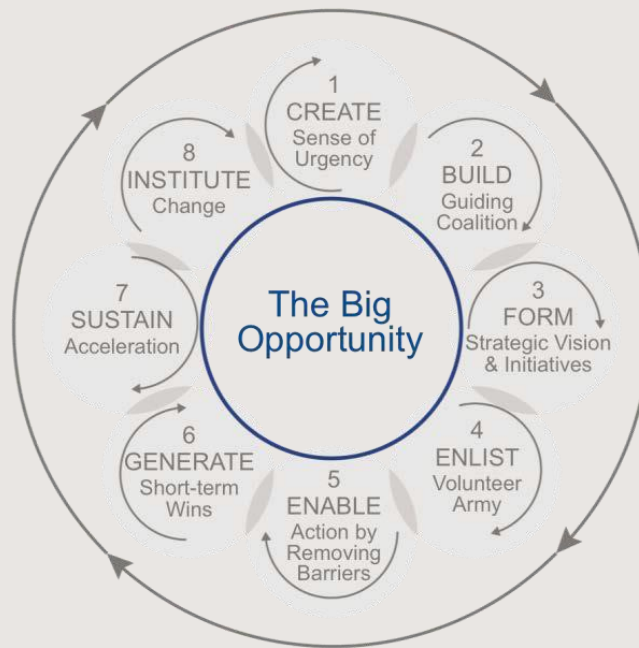
THE ENVIRONMENT (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Respectful Culture ⁸	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher and are often polite to each other. Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning



⁸ Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

PROFESSIONALISM				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally	<ul style="list-style-type: none">• The educator is always prompt, prepared and participates in professional development meetings, bringing student artifacts (student work) when requested.• The educator always appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.• The educators always develops and works on a yearly plan for new learning bases on analyses of school improvement plans and new goals, self-assessment and input from the teacher and leader and principal observations.• The educator always selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	<ul style="list-style-type: none">• The educator is often prompt, prepared and participates in professional development meetings, bringing student artifacts (student work) when requested.• The educator often appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.• The educator often develops and works on a yearly plan for new learning bases on analyses of school improvement plans and new goals, self-assessment and input from the teacher and leader and principal observations.• The educator often selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	<ul style="list-style-type: none">• The educator is sometimes prompt, prepared and participates in professional development meetings, bringing student artifacts (student work) when requested.• The educator sometimes appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.• The educator sometimes develops and works on a yearly plan for new learning bases on analyses of school improvement plans and new goals, self-assessment and input from the teacher and leader and principal observations.• The educator sometimes selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	<ul style="list-style-type: none">• The educator is rarely prompt, prepared and participates in professional development meetings, bringing student artifacts (student work) when requested.• The educator rarely appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.• The educators rarely develops and works on a yearly plan for new learning bases on analyses of school improvement plans and new goals, self-assessment and input from the teacher and leader and principal observations.• The educator rarely selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.
Reflecting on Teaching	<ul style="list-style-type: none">• The educator always makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.• The educator always offers specific actions to improve his/her teaching.• The educator always accepts responsibilities contributing to school improvement.• The educator always utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	<ul style="list-style-type: none">• The educator often makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.• The educator often offers specific actions to improve his/her teaching.• The educator often accepts responsibilities contributing to school improvement.• The educator often utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	<ul style="list-style-type: none">• The educator sometime makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.• The educator sometimes offers specific actions to improve his/her teaching.• The educator sometimes accepts responsibilities contributing to school improvement.• The educator sometimes utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	<ul style="list-style-type: none">• The educator rarely makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.• The educator rarely offers specific actions to improve his/her teaching.• The educator rarely accepts responsibilities contributing to school improvement.• The educator rarely utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.
Community Involvement	<ul style="list-style-type: none">• The educator always actively supports school activities and events.	<ul style="list-style-type: none">• The educator often actively supports school activities and events.	<ul style="list-style-type: none">• The educator sometimes actively supports school activities and events.	<ul style="list-style-type: none">• The educator rarely actively supports school activities and events.
School Responsibilities	<ul style="list-style-type: none">• The educator always accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	<ul style="list-style-type: none">• The educator often accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	<ul style="list-style-type: none">• The educator sometimes accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	<ul style="list-style-type: none">• The educator rarely accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.

» 8 Steps to Change



STEP 1: Create a Sense of Urgency

Help others feel a gut-level determination to move and win, now

In their rush to make a plan and take action, most companies ignore this step — indeed close to 50% of the companies that fail to make needed change make their mistakes at the very beginning. Leaders may underestimate how hard it is to drive people out of their comfort zones, or overestimate how successfully they have already done so, or simply lack the patience necessary to develop appropriate urgency.

Leaders who understand the importance of a sense of urgency are good at taking the pulse of their company and determining whether the state of the organization is:

Complacency - Complacency can occur whether your organization is at the top of their market or facing bankruptcy. It's a state where people fail to react to signs that action must be taken, telling themselves and each other, "Everything is fine."

False urgency - People are busy, working-working-working, but their actions don't result in helping the business succeed in their primary goal. This leads to unproductive results, and eventually, burnout.

True urgency - People are clearly focused on making real progress every single day. Urgent behavior is driven by a belief that the world contains great opportunities and great hazards. It inspires a gut-level determination to move, and win, now.

There are some tried and true ways companies go about creating true urgency. Usually the urge is to skip to the doing rather than spend the required time it takes to get a significant number of employees urgent. Here are the most common ways companies fail and succeed at establishing true urgency:

Guaranteed to Fail: The problem in failed change initiatives is rarely that the case for change is poorly thought out, or not supported with sufficient facts. A solid business case that has a theoretically "compelling" rationale only appeals to people's head and not their heart.

Guaranteed to Succeed: Leaders who know what they are doing will "aim for the heart." They will connect to the deepest values of their people and inspire them to greatness. They will make the business case come alive with human experience, engage the senses, create messages that are simple and imaginative, and call people to aspire.

Implications -

STEP 2: Creating the Guiding Coalition

Putting together a group with enough power to lead the change

No one person, no matter how competent, is capable of single-handedly:

- developing the right vision,
- communicating it to vast numbers of people,
- eliminating all of the key obstacles,
- generating short term wins,
- leading and managing dozens of change projects, and
- anchoring new approaches deep in an organization's culture.

Putting together the right coalition of people to lead a change initiative is critical to its success. That coalition must have the right composition, a significant level of trust, and a shared objective.

The Importance of Teams to Decision Making

In a rapidly changing world, complex organizations are forced to make decisions more quickly and with less certainty than they would like and with greater sacrifice than they would prefer. It is clear that teams of leaders and managers, acting in concert, are the only effective entities that can make productive decisions under these circumstances.

It is essential that the team develop a level of trust in one another. This is the glue that makes the team function well. In today's world, team building has to happen quickly. Typically, this occurs in an off-site

with carefully facilitated activities that allows for team members to make connections between both hearts and minds.

Constructing the right team and then combining a level of trust with a shared goal in which the team believes can result in a guiding coalition that has the capacity to make needed change happen despite all of the forces of inertia.

The Four Qualities of an Effective Guiding Coalition

In putting together a Guiding Coalition, the team as a whole should reflect:

- **Position Power:** Enough key players should be on board so that those left out cannot block progress.
- **Expertise:** All relevant points of view should be represented so that informed intelligent decisions can be made.
- **Credibility:** The group should be seen and respected by those in the firm so that the group's pronouncements will be taken seriously by other employees.
- **Leadership:** The group should have enough proven leaders to be able to drive the change process.

Implications -

STEP 3: Developing a Change Vision

Clarify how the future will be different from the past

A clear vision serves three important purposes. First, it simplifies hundreds or thousands of more detailed decisions. Second, it motivates people to take action in the right direction even if the first steps are painful. Third, it helps to coordinate the actions of different people in a remarkably fast and efficient way. A clear and powerful vision will do far more than an authoritarian decree or micromanagement can ever hope to accomplish.

Many visions are deceptively mundane. Often the vision is part of a larger system that includes strategies, plans and budgets. However, the vision is the glue that holds these things together and makes sense of them both for the mind and the heart. A good vision can demand sacrifices in order to create a better future for all of the enterprise's stakeholders.

Such visions must be seen as strategically feasible. To be effective, a vision must take into account the current realities of the enterprise, but also set forth goals that are truly ambitious. Great leaders know how to make these ambitious goals look doable. When a vision is undergirded with a strong, credible strategy, it becomes evident to the stakeholders that the vision is not a pipe dream.

A vision must provide real guidance. It must be focused, flexible and easy to communicate. It must both inspire action and guide that action. It should be a touchstone for making relevant decisions, but not be so constricting as

to reduce the possibility of empowering action. Finally, it must be communicable. If it cannot be explained quickly in a way that makes intuitive sense, it becomes useless.

Thus, effective visions have six key characteristics. They are:

- **Imaginable:** They convey a clear picture of what the future will look like.
- **Desirable:** They appeal to the long-term interest of those who have a stake in the enterprise.
- **Feasible:** They contain realistic and attainable goals.
- **Focused:** They are clear enough to provide guidance in decision making.
- **Flexible:** They allow individual initiative and alternative responses in light of changing conditions.
- **Communicable:** They are easy to communicate and can be explained quickly.

Implications -

STEP 4: Communicating the Vision for Buy-in

Ensuring that as many people as possible understand and accept the vision

Gaining an understanding and commitment to a new direction is never an easy task, especially in complex organizations. Undercommunication and inconsistency are rampant. Both create stalled transformations.

Most companies undercommunicate their visions by at least a factor of 10. A single memo announcing the transformation or even a series of speeches by the CEO and the executive team are never enough. To be effective, the vision must be communicated in hour-by-hour activities. The vision will be referred to in emails, in meetings, in presentations – it will be communicated anywhere and everywhere.

Executives will use every effective communication channel possible to broadcast the vision. They turn boring and unread company newsletters into lively articles about the vision. Ritualistic and tedious quarterly meetings are turned into exciting discussions about transformation. Generic education programs are thrown out and replaced with sessions that focus on business problems and the new vision.

In communicating the vision for the transformation, there are some things to keep in mind. The vision should be:

- **Simple:** No techno babble or jargon.
- **Vivid:** A verbal picture is worth a thousand words – use metaphor, analogy, and example.
- **Repeatable:** Ideas should be able to be spread by anyone to anyone.

- **Invitational:** Two-way communication is always more powerful than one-way communication. In pursuit of simplicity, fewer words are better. Consider the following:

Version 1: Our goal is to reduce our mean time to repair parameters so that they are perceptually lower than all major competitors inside the United States and out. In a similar vein, we have targeted new product development cycle times, order process times, and other customer-relevant processes for change.

Version 2: We are going to become faster than anyone in our industry at satisfying customer needs.

Actions Speak Louder Than Words

Even more important than what is said is what is done. Leaders who transform their organizations “walk the talk.” They seek to become a living example of the new corporate culture that the vision aspires to. Nothing undermines a communication program more quickly than inconsistent actions by leadership. Nothing speaks as powerfully as someone who is backing up their words with behavior. When an entire team of senior management starts behaving differently and embodies the change they want to see, it sends a powerful message to the entire organization. These actions increase motivation, inspire confidence and decrease cynicism.

Implications -

STEP 5: Empowering Broad-Based Action

Removing as many barriers as possible and unleashing people to do their best work

Structural Barriers

Many times the internal structures of companies are at odds with the change vision. An organization that claims to want to be customer focused finds its structures fragment resources and responsibilities for products and services. Companies that claim to want to create more local responsiveness have layers of management that second guess and criticize regional decisions. Companies that claim to want to increase productivity and become a low-cost producer have huge staff groups that constantly initiate costly procedures and programs. The list is endless.

Many times, these are the most difficult barriers to get past because they are part of the internal structure of the company. Realigning incentives and performance appraisals to reflect the change vision can have a profound effect on the ability to accomplish the change vision.

Management information systems can also have a big impact on the successful implementation of a change vision. Up-to-date competitive information and market analysis, and the ability to communicate powerfully and effectively throughout the company in a cost effective way can speed up feedback loops and provide information necessary for people to do their jobs more efficiently.

Troublesome Supervisors

Another barrier to effective change can be troublesome supervisors. Often these managers have dozens of interrelated habits that add up to a style of management that inhibits change. They may not actively undermine the effort, but they are simply not “wired” to go along with what the change requires. Often enthusiastic change agents refuse to confront these people. While that approach can work in the early stages of a change initiative, by Step 5 it becomes a real problem. Easy solutions to this problem don’t exist. Sometimes managers will concoct elaborate strategies or attempt manipulation to deal with these people. If done skillfully this only slows the process and, if exposed, looks terrible – sleazy, cruel and unfair – and undermines the entire effort. Typically, the best solution is honest dialogue.

Implications -

STEP 6: Generating Short-Term Wins

Creating visible, unambiguous success as soon as possible

For leaders in the middle of a long-term change effort, short-term wins are essential. Running a change effort without attention to short-term performance is extremely risky. The Guiding Coalition becomes a critical force in identifying significant improvements that can happen between six and 18 months. Getting these wins helps ensure the overall change initiative’s success. Research shows that companies that experience significant short-term wins by fourteen and twenty-six months after the change initiative begins are much more likely to complete the transformation.

Realizing these improvements is a challenge. In any change initiative, agendas get delayed, there is a desire to ensure that customers are not affected, political forces are at work – all of which slow the ability to perform as promised. However, short-term wins are essential.

To ensure success, short term wins must be both visible and unambiguous. The wins must also be clearly related to the change effort. Such wins provide evidence that the sacrifices that people are making are paying off. This increases the sense of urgency and the optimism of those who are making the effort to change. These wins also serve to reward the change agents by providing positive feedback that boosts

morale and motivation. The wins also serve the practical purpose of helping to fine tune the vision and the strategies. The guiding coalition gets important information that allows them to course-correct.

Short-term wins also tend to undermine the credibility of cynics and self-serving resisters. Clear improvements in performance make it difficult for people to block the needed change. Likewise, these wins will garner critical support from those higher than the folks leading the change (bosses, board, and shareholders). Finally, short-term wins have a way of building momentum that turns neutral people into supporters, and reluctant supporters into active helpers.

Planning not Praying

Short-term wins rarely simply happen. They are usually the result of careful planning and effort. Why don't people plan for these? Often they are overwhelmed with the tasks of the change effort and simply take their eye off this particular ball. In other cases, people don't even try because they believe that you can't produce major change and short-term performance results. Finally, the lack of short-term wins can often be traced back to insufficient management expertise on the Guiding Coalition or a lack of commitment by key managers to the change initiative.

Pressure to Perform

Clearly the need to get short-term wins adds a great deal of pressure to an organization in the midst of a transformation effort. However, when done skillfully, the need to create short-wins can actually increase the sense of true urgency and actually accomplishing these goals does much to cement the change initiative.

Implications -

STEP 7: Don't Let Up!

Consolidating gains and producing more change

Resistance is always waiting in the wings to re-assert itself. Even if you are successful in the early stages, you may just drive resisters underground where they wait for an opportunity to emerge when you least expect it. They may celebrate with you and then suggest taking a break to savor the victory.

The consequences of letting up can be very dangerous. Whenever you let up before the job is done, critical momentum can be lost and regression may soon follow. The new behaviors and practices must

be driven into the culture to ensure long-term success. Once regression begins, rebuilding momentum is a daunting task.

In a successful major change initiative, by step 7 you will begin to see:

- More projects being added
- Additional people being brought in to help with the changes
- Senior leadership focused on giving clarity to an aligned vision and shared purpose
- Employees empowered at all levels to lead projects
- Reduced interdependencies between areas
- Constant effort to keep urgency high
- Consistent show of proof that the new way is working

A Long Road

Leadership is invaluable in surviving Step 7. Instead of declaring victory and moving on, these transformational leaders will launch more and more projects to drive the change deeper into the organization. They will also take the time to ensure that all the new practices are firmly grounded in the organization's culture. Managers, by their nature, think in shorter timeframes. It is up to leaders to steer the course for the long-term. Without sufficient and consistent leadership, the change will stall, and succeeding in a rapidly changing world becomes highly problematic.

Implications -

STEP 8: Make It Stick

Anchoring new approaches in the culture for sustained change

New practices must grow deep roots in order to remain firmly planted in the culture. Culture is composed of norms of behavior and shared values. These social forces are incredibly strong. Every individual that joins an organization is indoctrinated into its culture, generally without even realizing it. Its inertia is maintained by the collective group of employees over years and years. Changes – whether consistent or inconsistent with the old culture – are difficult to ingrain.

This is why cultural change comes in Step 8, not Step 1. Some general rules about cultural change include:

- Cultural change comes last, not first
- You must be able to prove that the new way is superior to the old
- The success must be visible and well communicated
- You will lose some people in the process
- You must reinforce new norms and values with incentives and rewards— including promotions
- Reinforce the culture with every new employee

Tradition is a powerful force. We keep change in place by creating a new, supportive and sufficiently strong organizational culture. A Guiding Coalition alone cannot root change in place no matter how strong they are. It takes the majority of the organization truly embracing the new culture for there to be any chance of success in the long term

Implications -

Kotter, J. P. (2012) *Leading Change*, Boston, MA: Harvard Business Review Press



» Example Observation Protocol

Example: IHE Model Observation Protocol

The model protocol was developed with support and expertise from the National Institute for Excellence in Teaching (NIET) and is based in great part on NIET's extensive experience conducting evidence-based observations and meaningful evaluation conversations that lead to improved practice.

The Observation Protocol guides University Supervisor through several steps:

- 1) Before the Observation:
 - Teacher Candidate completes Pre-Conference form
 - University Supervisor reviews Teacher Candidate's submission of the Pre-Conference form and considers which response would be appropriate:
 - Conducting a formal Pre-Conference (virtually, over the phone, etc.)
 - Responding to submitted Pre-Conference form with feedback.
- 2) During the Observation:
 - University Supervisor will actively collect evidence (scripting, video/audio recording, picture taking, etc.)
- 3) After the Observation:
 - Teacher Candidate and University Supervisor will immediately debrief the area of reinforcement, evidence to support the reinforcement, and identify potential area of refinement.
 - The University Supervisor will prepare for the virtual post-conference by:
 - analyzing the evidence to further develop the area of refinement
 - developing the reinforcement and refinement objectives
 - Identifying the practice that will impact the identified area of refinement
 - Conducting the virtual Post-conference

Pre Conference:

A pre-conference should include the following: an introduction, a discussion based on the review of lesson materials, and a summary of next steps.

Pre-conference Introduction (2 min)

The introduction helps to set the tone and purpose of the pre-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief.

Below is an example of one approach to the introduction of a pre-conference:

- Greeting: *"Thanks for taking the time to meet with me. I'm really looking forward to coming into your class on _____"*
- Time: *"This discussion should take us about 20 minutes"*
- Set Purpose: *"The purpose of our conversation is for you to help me to know what I can expect to see happen during the observation and for you to know what things I am specifically looking for."*

Discussion of the Lesson (15 min)

Following the brief introduction, the assessor should transition quickly into probing further on the candidates intentions and plans for the lesson being observed. It is most productive when the University

Supervisor has reviewed the lesson plan prior to this conversation and can ask specific, probing questions about the lesson. The candidate should be doing the majority of the talking during this portion of the pre-conference. The University Supervisor should be capturing notes on the conversation. Below is an example of one approach to the discussion about the lesson:

- Reference review of materials: *"I reviewed the materials you sent me in advance and think I have a clear sense of the lesson but was hoping you could elaborate on a few points to be sure I understand your plan."*
- Ask questions: see pre-conference preparation section for examples

Pre-conference Closure (3 min)

University Supervisor should leave time at the end of the conference to summarize any takeaways from the conversation as well as align expectations for the upcoming observation. Below is an example of one approach to pre-conference closure:

- Revisit prior feedback: *"After our 1st observation, we agreed that you would work to [fill in] so I will be looking for evidence of that in the upcoming observation."*
- Summarize takeaways from the conversation: *"Based on what you shared with me during our conversation, it sounds like you are also looking for feedback on your transitions so I will be sure to make note of those as well."*

During the Observation:

The primary goal of the University Supervisor during the observation is to actively collect evidence. Active evidence collection should capturing both teacher and student behavior/actions. Active evidence collection does not include making judgments or inferences during the observation; this occurs after when the assessors is analyzing and synthesizing the evidence. Evidence should reflect exactly what happens in the classroom. Evidence collected should include a balance of both summary statements as well as direct quotes.

There are various tools assessors may use to collect evidence during the lesson. This could include scripting, videotaping, audio-recording, or using other commercially available applications that aid in observing specific classroom interactions.

Evidence collected during the observation is solely to aid the assessor in identifying trends and selecting illustrative examples of aspects of performance. It is not designed to be shared directly with the candidate nor is it collected by ESE. Individual providers may, however, decide to collect this information from assessors for training or documentation purposes.

After the Observation:

After an observation, the University Supervisor will review evidence collected and begin to analyze it as a measure of candidate performance and then strategically plan for a post-conference in which candidates are provided with targeted feedback.

Ideally, post-conferences occur one to two days following the observation and last between 20-30 minutes. Complete post-conferences should not occur immediately after the lesson as this does not allow for sufficient time for the assessors to synthesize evidence and feedback or for the candidate to adequately reflect.

Preparing for the Post Conference:

The primary purpose of the post-conference is to provide candidates feedback about their performance during the observation. After categorizing evidence according to the indicators, University Supervisors should work to identify specific areas of strength (reinforcement) and areas for improvement (refinement).

Begin by gathering/reviewing evidence, including:

- Lesson Plan & Pre-Conference Planning Form
- Notes from Pre-Conference
- Observation Form that contains categorized evidence
- Candidate Self-Reflection Form

Identifying Reinforcement and Refinement Areas:

University Supervisors are asked to identify for the candidate areas of strength and areas for improvement. This does not preclude the candidate from self-identifying areas as well. Areas of reinforcement and refinement should be tied directly to Indicators.

- **Reinforcement:** The area of reinforcement should identify the candidate's instructional strength in a way that encourages the continuation of effective practices in the future. The area of reinforcement should be deep rooted in student-based evidence that demonstrates successful positive impact on student learning.
- **Refinement:** The area of refinement should identify the areas in need of instructional improvement.

In reflecting on the analysis of the evidence, University Supervisors should select 1 reinforcement area and 1 refinement area per observation. University Supervisors are encouraged to select the reinforcement and refinement areas that are most likely to improve candidate practice and have a positive impact on student learning. While the University Supervisor may focus on 1 reinforcement area and 1 refinement area it is important to help teacher candidates to understand how these two indicators have an impact on other rubric indicators.

There are several guiding questions and considerations that can support the identification of the effective reinforcement/refinement areas:

- Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
- Which of these areas would have the greatest impact on student achievement?
- Which of these areas would have the greatest impact on other areas of the rubric?
- In which area does the candidate have the most potential for growth?
- Make sure that the reinforcement is not directly related to the refinement. It is important that candidates see their area of strength as separate from their area needing improvement.
- Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
- Select refinement topics around which you are prepared to provide specific support. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done.
- Understand the teacher's capacity when identifying an area of refinement. In other words, where will you get the biggest bang for your buck?

- Remember—reinforcements should be only to strengthen the candidate’s performance. Do not hedge this part of the post-conference with qualifying statements such as “it could have been even better if,” or “next time you could also do...” Teachers need to hear what they are effective at, and have it be left at that.
- When developing the post-conference plan, consider identifying the area of refinement first. This will ensure that the reinforcement and refinement do not overlap.

Conducting the Post Conference:

Ideally, the post-conference occurs one to two days prior to the observation and lasts between 20-30 minutes. While conducting the post-conference face-to-face may be preferable, University Supervisors may consider taking advantage of other methods of engaging in pre-conference, such as Skype, Facetime, Google Hangout, etc. Post-conferences should not occur immediately after the lesson as this does not allow for sufficient time for the University Supervisors to synthesize evidence and feedback or for the candidate to adequately reflect.

A post-conference should include the following: an introduction, a discussion of reinforcement/refinement areas, and a summary of next steps.

Post-conference Introduction (5 min)

The introduction helps to set the tone and purpose of the post-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief. Below is an example of one approach to the introduction of a post-conference:

- Greeting: *“Thanks for taking the time to meet with me. I’m really looking forward to our discussion on the lesson I was able to see in action.”*
- Time: *“This discussion should take us about 30 minutes”*
- Set Purpose: *“The purpose of our conversation is for us to identify both strengths and areas of improvement in your practice”*
- Probe for self-reflection: *“What are your thoughts about how the students responded to the lesson?”* OR if the candidate already completed the self-reflection form, *“I saw from your reflection that...”*

Discussion of Reinforcement/Refinement Areas (20 min)

The discussion about strengths and areas for improvement should begin with outlining the areas of reinforcement and then transition to the areas of refinement. The University Supervisor should provide specific examples from the observation as evidence of the area of refinement or reinforcement. Below is an example of one approach to the discussion:

- Share areas of Reinforcement:
 - Provide evidence from observation: *“There were several instances throughout the lesson where you asked a variety of questions to check for student understanding. For example, after showing the pictograph you...”*
 - State impact on students: *“In doing so, students were required to justify their thinking and it allowed you to quickly identify misconceptions in students understanding. This was evidenced through my scripting of....”*
 - Provide recommended action: *“Continue to...”*

- Share areas of Refinement:
 - Ask self-reflection question: Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson. Example: *"When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?"*
 - Share evidence from observation: *"You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. According to the observation log, the first 6 minutes was spent organizing materials and transiting students; the next 23 minutes was spent with you modeling the objective at the board with some questions and answer time built in."*
 - Provide concrete suggestions for how to improve: *"As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to your providing the answer, then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. Students who may not have required this review could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons."*
 - Provide recommended action: *"Moving forward..."*
 - Share resource/support: *"As you work to further refine this skill, I think it might be helpful if you go and observe Mrs. Blank in 3rd grade who is highly-skilled in this area. I've already spoken with her and she has agreed to an observation and debrief next week."*
 - Help the candidate see the connections to other areas of the rubric.

Post-conference Closure (5 min)

Evaluators should leave time at the end of the conference to summarize any takeaways from the conversation. Below is an example of one approach to post-conference closure:

- Share Post Observation Form: *"I've categorized the evidence from observation, and provided proficiency ratings according to how the evidence from the lesson connected to the rubric. I have also recorded the reinforcement and refinement areas and actions here."*
- Leave time for questions: *"Do you have any other questions?"*
- Confirm next steps in process: *"The next formal observation will be...."*



» Pre Conference Blank Form

Example: Pre - Conference Form

Name: _____ Cooperating Teacher: _____

Placement Setting: _____ University Supervisor: _____

Date/Time of Scheduled Observation: _____ / _____

**To be completed by the Teacher Candidate 3
days prior to scheduled observation:
(Attach lesson plan)**

Lesson Analysis Review

State Standard -

--

Measureable Objective/Sub-objective(s) to be addressed –

How will it be communicated age appropriately?

Document the SMART goal (Specific, Measureable, Achievable, Relevant, and Time-based)

--

At the beginning of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

In the middle of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

At the end of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

What will Lesson Closure Look Like -

--

» Pre Conference Form Example

Example: Pre - Conference Form

Name: *Teacher Candidate 2*

Cooperating Teacher: *Mrs. Blank*

Placement Setting: *Elementary School* **University Supervisor:** *Mr. Smith*

Date/Time of Scheduled Observation: *Wednesday, December 12th, 10:00am*

**To be completed by the Teacher Candidate 3
days prior to scheduled observation:
(Attach lesson plan)**

Lesson Analysis Review

State Standard -

LACC5.RL.2.4: Students will determine the meaning of words and phrases as they are used in text including figurative language.

Measureable Objective/Sub-objective(s) to be addressed –

How will it be communicated age appropriately?

Document the SMART goal (Specific, Measureable, Achievable, Relevant, and time-based)

(Since the standard is that students will determine the meaning of words and phrases as they are used in text including figurative language, the students are going to identify onomatopoeias and use onomatopoeias in their writing.)

Students will be able to correctly identify 3 out of 4 onomatopoeias.

Students will be able to correctly insert 3 out of 4 words to complete the onomatopoeias.

Students will accurately write 2 sentences using onomatopoeias.

At the beginning of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)
<i>I will have students come in and write the lesson's objective into their agendas. Then, I will review Similes & Metaphors asking students to identify them on their white boards. I will be monitoring which students are getting it correct using monitoring sheets. Then I will introduce the hook for the lesson which is to share the Onomatopoeia song with class. I will provide purpose for video by asking them, "While you're watching this video, I want you to be thinking about which of the 5 senses (smell, sight, sound, taste, touch) you think is being focused on and why?" I will ask for students to share in their table groups before sharing out. I will then passes out materials for students to glue into their ISNs. I will then explain the academic vocabulary that goes with the lesson objectives (i.e., materials glued into ISNs). I will then play Boom-Boom-Pow and talk about the words that are in there that are onomatopoeias. I will then play more songs with onomatopoeias where students have lyrics to be able to highlight them. I will model how to highlight words correctly in lyrics before asking for students input.</i>	<i>Students will be writing the objectives into their agendas. Students will identify Simile or Metaphor on whiteboards. Students will share their answers to senses question with their table groups. Students will then take out their ISNs and glue their materials into them. Students will have lyrics to a couple of songs and will identify the onomatopoeias.</i>

In the middle of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)
<i>I will then show them Mr. Brown book to model how to identify more Onomatopoeia words. I will stop the video after page 2 and do a think-out-loud where I talk about how the author used different sized and colored print to point out the Onomatopoeia words. I will also talk about how I was able to identify the words based off what we previously learned about onomatopoeias. I will then allow the rest of the book to play asking the students to look for onomatopoeia words. Then I will give directions to the table groups for group activity. When groups are done, I will have students share out and make sure that students give reinforcement using some of our "Total Body Response" actions to each other.</i>	<i>Students will then watch the whole Mr. Brown book. Then students will be broken up into table groups where there will be an A, B, C, D student. At each table there will be a couple of the pages of the book copied for them to highlight onomatopoeia words. The copies will be pre-labeled with A, B, C, D so that each student has an opportunity to highlight from the book. If they are done before other groups there will be a filler sheet ready for them to work on while waiting. After each group has finished, they will share out with whole group using Total Body Response.</i>

At the end of the lesson:

What will be the teacher be saying and doing	What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)
<i>Then I will take my first small group of students (students who are not in small group are working on their Success Maker computer program that is pre-programmed with lessons that include figurative language). During small group, I will each have a different poem to present to the students. They will have a blank where an onomatopoeia word should be inserted. I will model how to decide which onomatopoeia word should be inserted. Finally, I will model how to write a sentence using onomatopoeia. I will read the groups' final poem and allow the students from the group to read the onomatopoeia words with inflection.</i>	<i>After teacher model, students will decide which onomatopoeia word they think should go into the blank. Students will all write their words into their own sheets, but group will come to consensus about what gets put up on posters. Students will be asked to write their own sentences to complete the poem that includes onomatopoeias. Students will be allowed to illustrate their onomatopoeia words onto posters like what they have seen throughout lesson. Students will be asked to read their onomatopoeia words when the teacher reads their poems to class with inflection.</i>

What will Lesson Closure Look Like -

I will pass out the exit tickets where students will be asked to correctly identify onomatopoeias, insert words to complete the onomatopoeias, and write 2 sentences using onomatopoeias.

» High School Lesson Plan

English Honors 1 Lesson Plan Matrix

Objective: Students will be able to 1) determine meaning and develop logical interpretations by inferring, and 2) determine the impact of the author's use of literary devices and author's craft on theme.			
Standard Reference: <ul style="list-style-type: none"> Standard 5: Cite strong and thorough textual evidence to analysis of what the text says explicitly as well as inferences drawn from the text. Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning. 			
Rationale for Lesson Based Upon Student Data: According to past MAP data of current 8th grade students, inferential comprehension was a weak point. The ELA Department identified it as an area of need across grade levels.			
Content Standards and Objectives	Teacher Behavior Presenting Instructional Content	Student Behavior Activities and Materials	Assessment Academic Feedback
1. Bell Work- Learning objectives explicitly communicated. Academic Vocabulary- Determine the meaning of words.	Teacher will give students learning objective. Teacher will activate prior knowledge by instructing students to subcategorize vocabulary terms related to literary device's and author's craft.	Student will convert learning objective into an essential question. Students will use the categories in their interactive notebook and subcategorize. Students will share sub categories.	Interactive Notebook <ul style="list-style-type: none"> Essential Question Observation- One on One feedback.
2. Activity 1- Read Aloud Reading Fluency Analyze Author's use of literary devices and Author's craft and its relationship to meaning.	Teacher will model via a 'Read Aloud'- How to read poetry. Teacher will tell students to record in their Cornell Notes within their Interactive Notetaker anything the poem makes them think of- reminds them of- seen on the news, tv shows, books read, conversations. Teacher will give students mini- lesson on the inferential thinking strategy called TC + BK = I. Using a student sample and a graphic organizer, teacher will model how to use the higher order thinking strategy via a strategy called 'think aloud' (I Do)	Scholars will listen for literary devices- author's craft- and take notes in their interactive notebook- Cornell Notes format. Scholars Pair and Share devices, craft, and personal connections. Scholars will take Cornell Notes in their interactive Notetaker & develop questions as they take notes. Students share- questions.	Interactive Notetaker <ul style="list-style-type: none"> Cornell Notes Observation Notebook Interactive Notetaker
3. Activity 2- TC + BK = I Analyze Author's use of literary devices and Author's craft and its relationship to meaning.			

<p>Cite Text Evidence</p> <p>Determine Theme</p>	<p>Teacher will instruct scholars to examine a sample Student Literary Analysis- and see if they can trace the TC + BK strategy scholars used to make inferences about the theme, and its relationship to literary devices and author's craft.</p>	<p>Scholars will examine student literary analysis and trace TC + BK = I strategy used by peers and complete-graphic organizer.</p>	<ul style="list-style-type: none"> • Cornell Notes <p>Observation Notebook</p> <p>Graphic Organizer</p>
<p>4. Activity 3- Student Read Aloud</p> <p>5. Activity 4- Poetry Gallery</p> <p>Analyze Author's use of literary devices and Author's craft and its relationship to meaning.</p> <p>Cite Text Evidence</p> <p>Determine Theme</p>	<p>Teacher will instruct students to break into small pre- selected groups and go to poems they have created using literary devices and author's craft techniques.</p> <p>Teacher will instruct scholars to pick a partner and tour "Poetry Gallery" completing the TC + BK = I graphic organizer.</p>	<p>Scholars will read aloud their poetry emulating the model provided by teacher.</p> <p>Scholars will tour gallery and complete graphic organizer for at least two poems. Students will develop:</p> <p>A) Theme statement based on inferences.</p> <p>B) Inference about the relationship between meaning, literary devices, and author's craft.</p>	
<p>6. Closing Activity- Consensus Building and Sharing</p>	<p>Teacher will have scholars share their statements and decide which statement best articulates the relationship between themes and literary devices and author's craft.</p> <p>Teacher will ask each of the groups to select 6 students to share their Literary Analysis Statements on Theme and</p>	<p>Students will share and come to a consensus on best literary analysis statement.</p>	<p>Observation Notebook</p>

» Scripting Hints

During the lesson:

When scripting, these strategies will help you collect accurate and defensible notes.

1. **Time** - Capture the length of different segments of the lesson.
2. **Abbreviate** - It's tough to get down everything the teacher says or does, so when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim** - Capture as much verbatim dialogue as humanly possible. Nothing is better than direct quotes of what the teacher says. Use a T for teacher and S for student verbatim.
4. **Paraphrase** - Use parenthesis to indicate that you are paraphrasing, when you go back through your notes you know what is paraphrased and what is verbatim.
5. **Q&F** - After you finish, go through your script and label all questions and feedback.
6. **Upfront Summary** - After you finish, go through your script and write a brief summary of the lesson.
7. **Label** - Begin to categorize scripting notes by labeling evidence for various indicators on rubric.
8. **Lesson Analysis** - Identify the lesson's primary objective and its sub-objectives.
9. **Circulate** - Circulate as necessary to collect evidence from teacher, students, and student work.



Blank Evidence Sheet

Lesson:

Instruction		
Evidence Notes	Instruction	Scores
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

Instruction		
Evidence Notes	Instruction	Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

Instruction		
Evidence Notes	Instruction	Score
	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Post Conference Blank Form

Example: Post - Conference Form

Name: _____ Cooperating Teacher: _____

Placement Setting: _____ University Supervisor: _____

Date/Time of Scheduled Observation: _____ / _____

Reinforcement:

University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	
Rubric Indicator (s)	
Rubric Descriptor (s)	

University Supervisor completes after the observed lesson and prior to the post conference.

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Reinforcement.

[Please ensure there is a minimum of 3 pieces of evidence that establish a “trend” of practice throughout the lesson.]

Refinement:

Teacher Candidate and University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	
Rubric Indicator (s)	
Rubric Descriptor (s)	

University Supervisor completes after the observed lesson and prior to the post conference.

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Refinement.

Suggestion(s) for how to improve upon the described practice:

Evaluation: Mid-term

Final

	Self-Evaluation Scores (4. Exemplary, 3. Proficient, 2. Needs Improvement 1. Unsatisfactory)	Evaluator Scores (4. Exemplary, 3. Proficient, 2. Needs Improvement, 1. Unsatisfactory)
Designing & Planning Instruction		
Instructional Plans		
Student Work		
Assessment		
The Learning Environment		
Expectations		
Managing Student Behavior		
Environment		
Respectful Culture		
Instruction		
Standards and Objectives		
Motivating Students		
Presenting Instructional Content		
Lesson Structure & Pacing		
Activities & Materials		
Questioning		
Academic Feedback		
Grouping		
Teacher Candidate Content Knowledge		
Teacher Candidate Knowledge of Students		
Thinking		
Problem Solving		
Responsibilities		
Growing & Developing Professionally		
Reflecting on Teaching		
Community Involvement		
School Responsibilities		

Post Conference Example

Example: Post - Conference Form

Name: *Teacher Candidate 1* **Cooperating Teacher:** *Mrs. Teacher*

Placement Setting: *School 123* **University Supervisor:** *Professor SC*

Date/Time of Scheduled Observation: *Tuesday, March 10, 9:00am*

**To be completed by the University Supervisor
and Teacher Candidate immediately after the
observation:**

Reinforcement

University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	Instruction Domain
Rubric Indicator (s)	Motivating Students
Rubric Descriptor (s)	<ul style="list-style-type: none">The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Reinforcement.

[Please ensure there is a minimum of 3 pieces of evidence that establish a "trend" of practice throughout the lesson.]

I know we know what signal we use when we're transitioning from one personality to another....ZZZZZZZ".

"What are some of the positives things that would happen if you went to school all year long?" "I heard someone from your group also point out that if you went to school all year long then you wouldn't loose/forget information" "Do you want your kids at home during school?"

Class was asked to give positive reinforcement by using clam claps, fireworks, and clam claps again.

I am going to put on my cool hat that makes me look like who? (whole class responds with Mrs. Lerue) Well then, let's use the sticks because THE STICKS NEVER LIE."

(special note: so cute that the doctors choose to hold their hands over their hearts)

Teacher then provided a personal experience to share how putting yourself in another person's shoes is hard but necessary referring to her brothers. Finally teacher then told students to come up with their constructive responses to 2 different questions as an exit ticket. Teacher then reminded the students that a constructive response requires them to re-write part of the question in their answer. Student then shared out their responses.

Examples of how teacher continually pushed kids to draw on their own knowledge.

How many of you have been woken up from a howling dog?

Have you ever faked being sick?

Refinement

Teacher Candidate and University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	Instruction Domain
Rubric Indicator(s)	Academic Feedback
Rubric Descriptor (s)	<ul style="list-style-type: none">Feedback from students is sometimes used to monitor and adjust instruction

To be completed by the University Supervisor after the observation:

University Supervisor to complete post observing the lesson and meeting with Teacher Candidate

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Refinement.

"What are some of the positives things that would happen if you went to school all year long?" "I heard someone from your group also point out that if you went to school all year long then you wouldn't lose/forget information" "Do you want your kids at home during school?"

Class was asked to give positive reinforcement by using clam claps, fireworks, and clam claps again. All student groups were able to present their ideas from other perspective without issue.

(the next pieces of evidence were from the Mrs. Lerue and Ike story activity)

Teacher then went to another group. Asked what did you all come up with for #1? "OK, what did Ike say. (students read). Alright, I'm a bit confused. Who is they? (students explained and she asked for them to clarify in their answer)

Students explained and then she said, "Ok, then that's what you need to write because remember, you're reader might not know the story as well as we do." Teacher also then prompted the students to stick to their roles because they all started to try and write the response even though that box belonged to just one student.

Teacher then went to another group and suggested, "I would add a little more detail to 'do better' because I'm not sure what doing better means." When students looked at her blankly, she prompted them with "Was Ike an angle before he went to obedience school? No? What kinds of things did he do before? Oh, chased you, then maybe you should say something specific like: We hope you learn about why you should stop chasing us."

I'm going to need to see you show me by using your fingers how many more minutes you think your group needs before you can be complete your 4-square. Ok, looks like you need about _ more minutes. Ok, go ahead and finish up within _ minutes."

Teacher said, "Ok, what was our goal for today? (student responded) Right, we're trying to look at a situation from other points of view. Some of you are really getting into this by either thinking like their new role, changing your voice, etc.

Suggestion(s) for how to improve upon the described practice:

As seen on our resource (see handout from:

<http://www.instructionalcoach.org/images/big4manuals/AssessmentforLearning1.pdf>), Jim Knight provides many ideas for how to utilize informal assessments

(i.e., quick checks) mid lesson to help inform teachers as to what next steps should be in the lesson. Let's look at how we could have used "Response Cards" as a way to formally determine if students needed to continue with practicing using different points of view to respond to a topic or if they were ready to address your second objective which was how to apply using perspectives to their own personal lives.

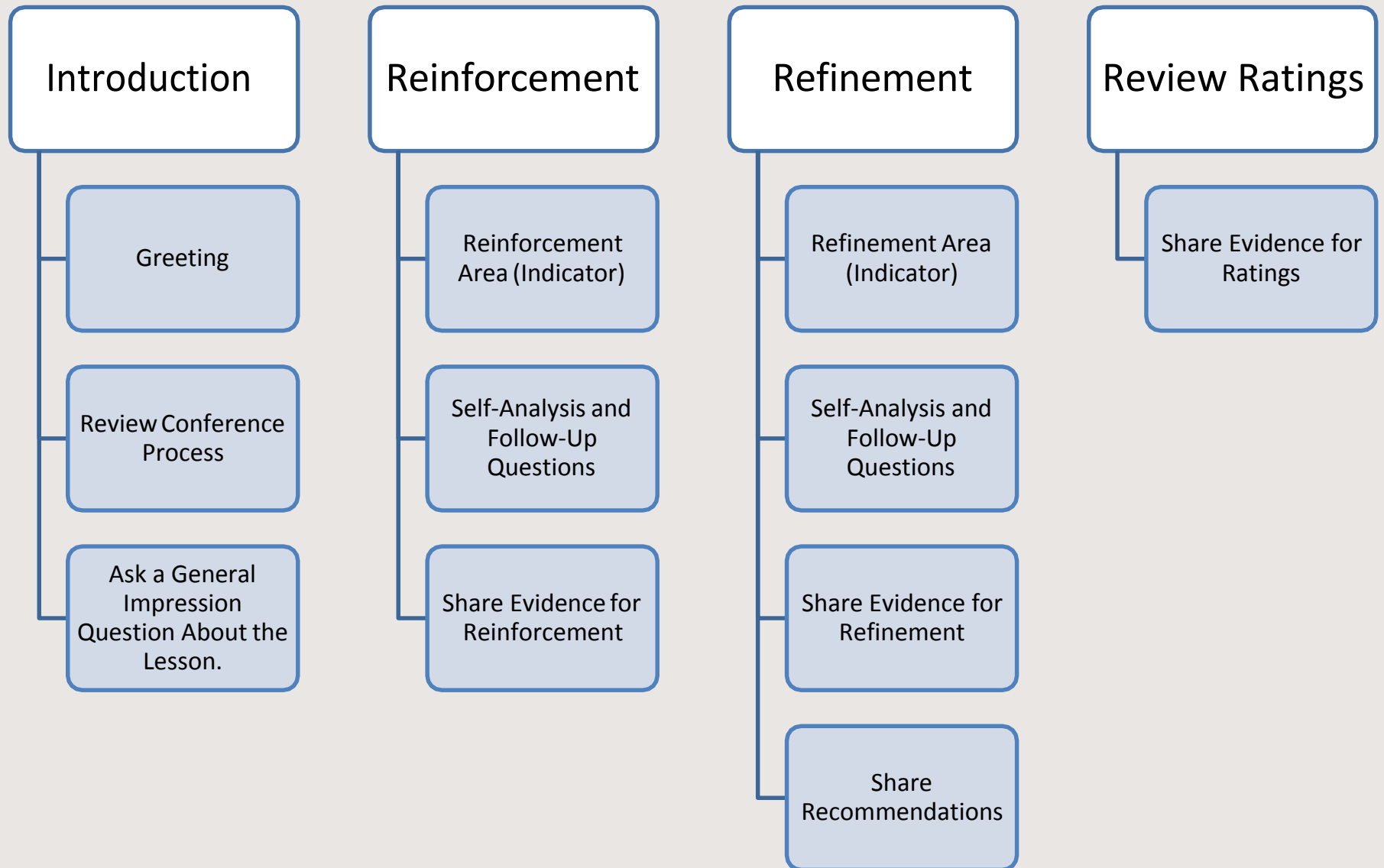
(Master teacher would provide Model/Example here that we discussed during CORE training for how to use Response Cards)

Now, let's review the rest of the resources I brought and see if there are two more "quick checks" routines you can easily implement into your lesson delivery to help ensure that your students can attain mastery of the lesson objectives that you present...



Post Conference Graphic

Post Conference Handout



Day 2

Training Materials

Student Centered Rubric Connections

If the teacher implements the indicators/descriptors on the NIET Instructional Rubric at Proficient and above Exemplary levels, the following might be seen and heard among students:

Standards and Objectives

- Students demonstrate the verb in an “I can” statement. (verb is used during discussion and writing assignments)
- Students demonstrate mastery of sub skills.
- Students make connections on their own to previous knowledge, life experiences, and other disciplines.
- Students do not ask clarifying questions and need no redirection. They work independently.
- Students refer to standards/objectives.
- Students demonstrate mastery in a variety of ways.

Motivating Students

- Students read passages based on interests and ability that incorporates non-fiction.
- Students eagerly write and debate issues/perspectives.
- Students ask more questions, taking a stand and defending.
- Students engage in real life scenarios which include hands-on activities and exploration.
- Students have a desire to explore and inquire.
- Students take initiative to write for leisure, contests, etc.
- Students present/talk through their work.
- Meaningful and current content facilitates student-to-student motivation and encouragement.

Presenting Instructional Content

- Students refer to visuals as tools. Students use visuals repeatedly to organize thinking and as a visual reminder.
- Students make their own connections to illustrations and examples.
- Students use the model to better understand and perform expectations in independent practice.
- Students process information correctly.
- Students can restate the how and why of a learning objective.
- Sequencing will lead to students understanding the process and putting the pieces together.
- Students clearly produce a finished product that meets the performance expectations.
- Students model performance expectations for each other in a variety of ways, but all demonstrating mastery.

Lesson Structure and Pacing

- Students enter the class and begin routines.
- Throughout a lesson, students ask questions, actively engage in content and reflect on their learning.
- Students share reflections and pose questions which can be answered by other students and/or be addressed in future lessons.
- Throughout the lesson, students are listening for the what/why/when of the learning objective, following the agenda and discussing their own pacing.
- Students are working and learning at their own pace due to intentional and challenging differentiation by the teacher.
- Students have adequate time to think through a task and demonstrate mastery of the lesson's objective.
- Students access materials independently. The materials are organized so that students obtain materials efficiently.
- Students are able to move from one activity to the next with no confusion.

Activities and Materials

- Throughout the lesson students explain why the activity connects to the objective and remind each other of their goals as they complete the task.
- Students ask each other questions and coach each other.
- Students are excited and engaged in the activities.
- Students are focused as they construct and deconstruct learning.
- Student discuss, question, and evaluate each other's thinking.
- Students solve real world problems, create questions, and respond to text.
- Students formulate their own questions based upon curiosity and use them for further inquiry.
- Students complete different activities to meet the objective(s).
- Students independently choose and use the appropriate electronic devices to meet the objective(s).
- Students use a variety of sources, media, websites, manipulatives, and tools.

Questioning

- Students are thinking, collaborating, and responding.
- Students make connections between objectives and the tasks.
- Students are able to use questions to continue discussions with their classmates.
- Students make logical connections to sub-skills/objectives.

- Students are motivated by the questions and driven to ask their own questions.
- Students are actively engaged and collaborating during active responses.
- Students have adequate wait time to support extended thinking.
- Students feel safe in answering and posing questions.

Grouping Students

- Students eagerly engage whole group, in pairs, in small groups or individually to explore a problem/master an objective.
- Students focus on the goal of the lesson, understand how to contribute to the group, and monitor their own progress.
- Students are personally compelled to complete individual/group work for the good of the team.
- Students work efficiently with each other and their personalities and abilities complement each other.
- Groups and individuals accurately and meaningfully reflect on their learning.

Academic Feedback

- Academic vocabulary is embedded in “student talk”.
- Students interact with one another and the teacher, providing each other with specific feedback by analyzing each other’s student work.
- Students take initiative to apply teacher feedback to their work in order to strengthen it.
- Students discuss and check for understanding together.
- Students work through practice while independently stopping for reflection.
- Students value academic feedback and use it to strengthen their work.
- Students are aware of their progress because they regularly self-monitor their work.
- Students feel comfortable expressing confusion or misunderstanding.
- Students master the lesson objectives.
- Students complete tasks at different levels and time frames.
- Students are comfortable providing and receiving peer feedback.

Teacher Content Knowledge

- Teachers’ content knowledge is evidenced through students’ abilities to discuss/express the content accurately.
- Students verbalize connections within the content, to other contents, and to their own life experiences.
- Students choose and use subject-specific strategies to help reach an objective.

Teacher Knowledge of Students

- Students are successful in mastering the objective.

- Students feel safe in their environment.
- Students make connections between the content and their world.
- Students participate in effective differentiated learning based on their abilities and learning difficulties.

Thinking and Problem Solving

- Students make decisions based on evidence.
- Students demonstrate thinking through discussion and written expression.
- Students take risks in verbal expression, written expression, and problem solving.
- Students justify claims and solutions to problem.
- Students make connections within text, across multiple texts and disciplines.
- Students annotate text and tasks.
- Students ask questions to guide their own learning (metacognition).
- Students develop and ask probing questions to facilitate learning for others as well as themselves.
- Students ask "how" and "why" questions.
- Students generate prior knowledge and use schema connections.
- Students identify/discuss similarities and differences in ideas, viewpoints and solutions.
- Students conduct research.
- Students actively listen to other opinions ideas.
- Students examine alternative possibilities.
- Students project themselves into different roles.
- Students brainstorm.
- Students establish criteria for evaluating solutions.
- Students develop action plans for solving problems.
- Students generate and propose solutions.
- Students test and experiment.
- Students evaluate their own results as well as the results of others.
- Students produce new and creative ideas and solutions.
- Students persevere through thinking and problem solving processes.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences and (c) integrated with other disciplines Expectations for each student's performance are clear, demanding and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed. There is evidence that some students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. explicit examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end and extended time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end and reflection. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle and end. Pacing is appropriate, for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure but may be missing closure or introductory elements. Pacing is appropriate, for few students and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology which enhances student learning and thinking Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.) In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning	<p>Teacher questions are varied and high quality, providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time (three-five seconds) is consistently provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate higher-order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are usually purposeful and coherent • A moderate frequency of questions is asked • Questions are often sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is often provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing some, but not all, question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent • A moderate frequency of questions is asked • Questions are sometimes sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is sometimes provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are random and lack coherence • A moderate frequency of questions is asked • Questions are rarely sequenced with attention to the instructional goals • Questions rarely require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is inconsistently provided • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities and group-work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities and group-work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities and group-work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to sometimes accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities and group-work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student-content knowledge.² The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects she or he teaches. Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students ³	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student's anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of student's anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

²A variety of subject-specific instructional strategies teach reading comprehension, for example, writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self-monitoring one's understanding, etc.

³Danielson, C (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking	<p>The teacher thoroughly teaches three of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information⁴ Practical thinking in which students use, apply and implement what they learn in real-life scenarios⁵ Creative thinking, in which students create, design, imagine and suppose⁶ Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems⁷ Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints Monitor their thinking to insure that they understand what they are learning, are attending to critical information and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher attempts to thoroughly teach one of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce two or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce one of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction</p>	<p>The teacher implements no activities that teach and reinforce the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p>

⁴Robert Sternberg (1998) Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72 ⁵Ibid ⁶Ibid

⁷Perkins, DN, Goodrich, H, Tishman, S, & Owen, J (1994) Learning Connections: Learning to think and thinking to Learn: Addison-Wesley

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Measurable and explicit goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge, are relevant to students' lives and integrate other disciplines ○ Provide appropriate time for student work, student reflection and lesson and unit closure. • Evidence that plan is appropriate for the age, knowledge and interests of all learners • Evidence that the plan provides regular opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge ○ Provide appropriate time for student work and lesson and unit closure • Evidence that plan is appropriate for the age, knowledge and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Some goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Sometimes align to state standards ○ Sometimes sequenced from basic to complex ○ Sometimes build on prior student knowledge ○ Sometimes provide appropriate time for student work and lesson and unit closure • Some evidence that plan is appropriate for the age, knowledge and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards • Activities, materials and assessments that: <ul style="list-style-type: none"> ○ Rarely align to state standards ○ Rarely sequenced in logical order ○ Rarely build on prior student knowledge ○ Inconsistently provide time for student work and lesson and unit closure • Little evidence that plan is appropriate for the age, knowledge and interests of most learners • Little evidence that the plan provides some opportunities to accommodate individual student needs
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Organize, interpret, analyze, synthesize and evaluate information rather than reproduce it • Draw conclusions, make generalizations and produce arguments that are supported through extended writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret and analyze information rather than reproduce it • Draw conclusions and support them through writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret information rather than reproduce it • Sometimes draw conclusions and support them through writing • Sometimes connect what they are learning to prior learning 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Mostly reproduce information • Rarely draw conclusions and support them through writing • Rarely connect what they are learning to prior learning or life experiences
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are consistently aligned with state content standards. • Have clear appropriate measurement criteria. • Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • Require extended written tasks. • Are portfolio-based with clear illustrations of student progress toward state content standards. • Include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards. • Have clear measurement criteria. • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • Require written tasks. • Include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are sometimes aligned with state content standards. • Have measurement criteria. • Measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • Require limited written tasks. • Include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are rarely aligned with state content standards. • Have ambiguous measurement criteria. • Measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • Require limited written tasks. • Include performance checks although the purpose of these checks is not clear.

THE ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it, stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes all members and guests Is organized and understandable to all students and encourages student collaboration Supplies, equipment and resources are easily and readily accessible for all students Displays student work that frequently changes Is consistently arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes most members and guests Is organized and understandable to most students Supplies, equipment and resources are easily and accessible for most students Displays student work Is arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes some members and guests Is organized and understandable to some students Supplies, equipment and resources are accessible Displayed student work is not updated regularly Is sometimes arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Is somewhat cold and uninviting Is not well organized and understandable to students Supplies, equipment and resources are difficult to access Does not display student work Is not arranged to promote group learning

THE ENVIRONMENT (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Respectful Culture ⁸	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher and are often polite to each other. Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning



⁸ Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

Evidence Sheet (Planning Rubric)

Planning Domain		
Evidence Notes	Instruction	Scores
	Instructional Plans	
	Student Work	
	Assessment	

Lesson Plan: 3rd Grade Math (Word Problems)

Learning Targets:

- I will use my knowledge of multiplication and division to solve problems
 - We will model and solve one step word problems with 6's and 7's.
 - Small group of students will: Model and solve two step word problems with 6's and 7's.

Criteria for Lesson: Students will analyze a sample of exemplary student work to generate criteria of exemplary work.

Beginning of Lesson: The teacher will walk students through analyzing a sample of exemplary student work to determine the criteria for exemplary work.

Group Work: Students will solve 1 and 2 step problems working alone and in groups. A higher performing small group will solve two step word problems and will write their thinking in complete sentences. A small group that needs additional support will work with the teacher on the carpet with a specific strategy for organizing work.

Individual Work: Students will complete several math word problems on their own. Students will also self-assess their own work and a peer's work.

Assessment: Exit Tickets will determine students' mastery of the learning target. Students will use their generated criteria to assess their own exit ticket.

Materials: Example of student work, math problems, exit tickets

Evidence Sheet (Instruction Rubric)

Lesson:

Instruction		
Evidence Notes	Instruction	Scores
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

Instruction		
Evidence Notes	Instruction	Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

Instruction		
Evidence Notes	Instruction	Score
	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Evidence Sheet (Environment Rubric)

Environment Domain		
Evidence Notes	Instruction	Scores
	Expectations	
	Managing Student Behavior	
	Environment	
	Respectful Culture	

Day 3

Training Materials

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences and (c) integrated with other disciplines Expectations for each student's performance are clear, demanding and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed. There is evidence that some students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. explicit examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing or non-essential information.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end and extended time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end and reflection. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle and end. Pacing is appropriate, for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure but may be missing closure or introductory elements. Pacing is appropriate, for few students and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology which enhances student learning and thinking Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.) In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to students' lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning	<p>Teacher questions are varied and high quality, providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time (three-five seconds) is consistently provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate higher-order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are usually purposeful and coherent • A moderate frequency of questions is asked • Questions are often sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is often provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing some, but not all, question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent • A moderate frequency of questions is asked • Questions are sometimes sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is sometimes provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> o Knowledge and comprehension o Application and analysis o Creation and evaluation <ul style="list-style-type: none"> • Questions are random and lack coherence • A moderate frequency of questions is asked • Questions are rarely sequenced with attention to the instructional goals • Questions rarely require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is inconsistently provided • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities and group-work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities and group-work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities and group-work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability and age) to sometimes accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities and group-work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student-content knowledge.² The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects she or he teaches. Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students ³	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student's anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of student's anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

²A variety of subject-specific instructional strategies teach reading comprehension, for example, writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self-monitoring one's understanding, etc.

³Danielson, C (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking	<p>The teacher thoroughly teaches three of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information⁴ Practical thinking in which students use, apply and implement what they learn in real-life scenarios⁵ Creative thinking, in which students create, design, imagine and suppose⁶ Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems⁷ Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints Monitor their thinking to insure that they understand what they are learning, are attending to critical information and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher attempts to thoroughly teach one of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare and contrast and evaluate and explain information Practical thinking in which students use, apply and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce two or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce one of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction</p>	<p>The teacher implements no activities that teach and reinforce the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing <p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p>

⁴Robert Sternberg (1998) Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72 ⁵Ibid ⁶Ibid

⁷Perkins, DN, Goodrich, H, Tishman, S, & Owen, J (1994) Learning Connections: Learning to think and thinking to Learn: Addison-Wesley

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Measurable and explicit goals aligned to state content standards Activities, materials and assessments that: <ul style="list-style-type: none"> Align to state standards Sequence from basic to complex Build on prior student knowledge, are relevant to students' lives and integrate other disciplines Provide appropriate time for student work, student reflection and lesson and unit closure. Evidence that plan is appropriate for the age, knowledge and interests of all learners Evidence that the plan provides regular opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Goals aligned to state content standards Activities, materials and assessments that: <ul style="list-style-type: none"> Align to state standards Sequence from basic to complex Build on prior student knowledge Provide appropriate time for student work and lesson and unit closure Evidence that plan is appropriate for the age, knowledge and interests of most learners Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Some goals aligned to state content standards Activities, materials and assessments that: <ul style="list-style-type: none"> Sometimes align to state standards Sometimes sequenced from basic to complex Sometimes build on prior student knowledge Sometimes provide appropriate time for student work and lesson and unit closure Some evidence that plan is appropriate for the age, knowledge and interests of most learners Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Few goals aligned to state content standards Activities, materials and assessments that: <ul style="list-style-type: none"> Rarely align to state standards Rarely sequenced in logical order Rarely build on prior student knowledge Inconsistently provide time for student work and lesson and unit closure Little evidence that plan is appropriate for the age, knowledge and interests of most learners Little evidence that the plan provides some opportunities to accommodate individual student needs
Student Work ¹	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Organize, interpret, analyze, synthesize and evaluate information rather than reproduce it Draw conclusions, make generalizations and produce arguments that are supported through extended writing Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Interpret and analyze information rather than reproduce it Draw conclusions and support them through writing Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Interpret information rather than reproduce it Sometimes draw conclusions and support them through writing Sometimes connect what they are learning to prior learning 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Mostly reproduce information Rarely draw conclusions and support them through writing Rarely connect what they are learning to prior learning or life experiences
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> Are consistently aligned with state content standards. Have clear appropriate measurement criteria. Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Require extended written tasks. Are portfolio-based with clear illustrations of student progress toward state content standards. Include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> Are aligned with state content standards. Have clear measurement criteria. Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Require written tasks. Include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> Are sometimes aligned with state content standards. Have measurement criteria. Measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Require limited written tasks. Include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> Are rarely aligned with state content standards. Have ambiguous measurement criteria. Measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Require limited written tasks. Include performance checks although the purpose of these checks is not clear.

THE ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it, stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes all members and guests Is organized and understandable to all students and encourages student collaboration Supplies, equipment and resources are easily and readily accessible for all students Displays student work that frequently changes Is consistently arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes most members and guests Is organized and understandable to most students Supplies, equipment and resources are easily and accessible for most students Displays student work Is arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Welcomes some members and guests Is organized and understandable to some students Supplies, equipment and resources are accessible Displayed student work is not updated regularly Is sometimes arranged to promote individual and group learning 	<p>The classroom:</p> <ul style="list-style-type: none"> Is somewhat cold and uninviting Is not well organized and understandable to students Supplies, equipment and resources are difficult to access Does not display student work Is not arranged to promote group learning

THE ENVIRONMENT (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Respectful Culture ⁸	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher and are often polite to each other. Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning



⁸ Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

» Course Alignment/Continuum Planning Chart

Course Sequence and Continuum of Knowledge/Understanding Activity

Indicator(s)	Course #, Semester	Level of Understanding (Procedural, Conceptual, Independence)

» PE Lesson Plan

MIDDLE SCHOOL LESSON PLAN-7 TH GRADE PE					
Teacher: Hall		Quarter: 2	Week: 10	Subject: PE	Unit Title “Get Over Here” Team Building
Key Terms/Vocabulary: Communication, Teamwork, Patience, Listening				Technology: Scoreboard for pacing	
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <ul style="list-style-type: none">Demonstrates understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.					
Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings. <ul style="list-style-type: none">Makes a conscious decision about playing within the rules, procedures and etiquette of a game or activity.					
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <ul style="list-style-type: none">Resolve conflicts that arise with others without confrontation					
Day and Date	Essential Question (Hook)	Instruction and Mini-Lesson	Guided Practice (I do, We do, You do)	Independent Practice and Assessment	Closure
Monday 1-19-15	What does it take to be a part of a team and complete a task successfully?	Quick class discussion, students sitting in their teams.	I do- Give students examples of each skill and model, what they look and sound like. (3 min)	Explain the activity- “Get Over Here”	Round Robin- Students will gather equipment back to the starting point and then one student from each team will be grouped together and they will share out what worked for their individual team. (3 min)
	Let’s describe some situations where you might be working together with others. (5 min)	Communication Skills-Speaking with clarity and precision. Eye contact. Listening to one person at a time. Speaking in a calm voice. (5 min)	We do-Practice with the students having an effective conversation. (4 min)	Students will use various equipment to get their team, and all equipment, from one side of the gym floor to the other without making physical contact with the floor. Students will engage in creative and practical thinking.	Students will gather back with their original team and will share out something they liked that another team did. (3 min)
		Cooperation- Agreeing to try others’ ideas even if you don’t agree. (2 min)	You do- Students will work in their teams to create their plan to get their team across the gym.	After 5 minutes, have the students stop and provide feedback to their team on what is working. (2 min)	Students will write 1 paragraph evaluating how their team used strong communication and cooperative skills. Also, in their paragraph they will explain how the skills learned today could be applied to real-life scenario. (10 min)
	7min	7 min	7 min	15 min	16 min

Teacher Planning Notes

- Share out one thing you liked that another team did that helped them be successful. Justify or explain why you feel this helped their team.
- Students generating questions
- Students providing feedback to each other
- Chart paper with Communicative and Cooperative Skills listed
- Chart paper with Rubric posted

7 th Grade PE Lesson Rubric			
SCORE	3	2	1
	Student identifies 2+ cooperative/communicative skills with explanation	Student identifies 1-2 cooperative/communicative skills with minimal explanation	Student identifies 0-1 cooperative/communicative skills with no explanation
	Student identifies 1+ real life scenario with explanation	Student identifies 1 real life scenario with minimal explanation	Student makes 1 real life scenario with no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes
7 th Grade PE Lesson Rubric			
SCORE	3	2	1
	Student identifies 2+ cooperative/communicative skills with explanation	Student identifies 1-2 cooperative/communicative skills with minimal explanation	Student identifies 0-1 cooperative/communicative skills with no explanation
	Student identifies 1+ real life scenario with explanation	Student identifies 1 real life scenario with minimal explanation	Student makes 1 real life scenario with no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes

» Evidence Form (Instruction Rubric)

Lesson:

Instruction		
Evidence Notes	Instruction	Scores
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

Instruction		
Evidence Notes	Instruction	Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

Instruction		
Evidence Notes	Instruction	Score
	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Blank Post Conference Form

Example: Post - Conference Form

Name: _____ Cooperating Teacher: _____

Placement Setting: _____ University Supervisor: _____

Date/Time of Scheduled Observation: _____ / _____

Reinforcement:

University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	
Rubric Indicator (s)	
Rubric Descriptor (s)	

University Supervisor completes after the observed lesson and prior to the post conference.

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Reinforcement.

[Please ensure there is a minimum of 3 pieces of evidence that establish a "trend" of practice throughout the lesson.]

Refinement:

Teacher Candidate and University Supervisor will determine the below information upon completion of observed lesson:

Rubric Domain(s)	
Rubric Indicator (s)	
Rubric Descriptor (s)	

University Supervisor completes after the observed lesson and prior to the post conference.

Provide the evidence from the observed lesson that describes...

- What will be the teacher candidate said and did ...
- What was the students' response to the instruction was. What did the students say and do?

That connects to the identified area of Refinement.

Suggestion(s) for how to improve upon the described practice:

Evaluation: Mid-term

Final

	Self-Evaluation Scores (4. Exemplary, 3.Proficient, 2. Needs Improvement, 1. Unsatisfactory)	Evaluator Scores (4. Exemplary, 3.Proficient, 2. Needs Improvement, 1. Unsatisfactory)
Designing & Planning Instruction		
Instructional Plans		
Student Work		
Assessment		
The Learning Environment		
Expectations		
Managing Student Behavior		
Environment		
Respectful Culture		
Instruction		
Standards and Objectives		
Motivating Students		
Presenting Instructional Content		
Lesson Structure & Pacing		
Activities & Materials		
Questioning		
Academic Feedback		
Grouping		
Teacher Candidate Content Knowledge		
Teacher Candidate Knowledge of Students		
Thinking		
Problem Solving		
Responsibilities		
Growing & Developing Professionally		
Reflecting on Teaching		
Community Involvement		
School Responsibilities		

Teacher Candidate Journal Entry Form

Example: Teacher Candidate Journal Entry Form

Name: _____ Journal Entry for the week of: _____

Person who taught the described lesson was:

Cooperating Teacher

Teacher Candidate

Co-Taught by both CT/ST

At the beginning of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
Rubric Domain(s) [as assigned by University Supervisor]	
Rubric Indicator (s)	
Rubric Descriptor (s)	
How does the above evidence connect to descriptors from the Rubric?	
Feedback:	

In the middle of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
Rubric Domain(s) [as assigned by University Supervisor]	
Rubric Indicator (s)	
Rubric Descriptor (s)	
How does the above evidence connect to descriptors from the Rubric?	
Feedback:	

At the end of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
Rubric Domain(s) [as assigned by University Supervisor]	
Rubric Indicator (s)	
Rubric Descriptor (s)	
How does the above evidence connect to descriptors from the Rubric?	
Feedback:	



Teacher Candidate Journal Entry Example

Example: Teacher Candidate Journal Entry Form

Name: *Teacher Candidate #2* **Journal Entry for the week of:** *September 2020*

Person who taught the described lesson was:

Cooperating Teacher

Teacher Candidate

Co-Taught by both CT/ST

At the beginning of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
<ul style="list-style-type: none"> - <i>Teacher opened lesson with a brief review of yesterday's learning and describing today's objective.</i> - <i>Teacher was at overhead solving example problems. She did use manipulative devices, but did not talk about why she was moving the blocks at the certain times she did while solving the problems.</i> - <i>Teacher then asked the students to attempt to solve similar problems in similar ways.</i> 	<i>Some students used them to solve their problems; other students were caught playing with them. A few students had trouble connecting the blocks to the math problems on the page.</i>
Rubric Domain(s) [as assigned by University Supervisor]	<i>modeling by the teacher candidate to</i> Instruction Domain <i>demonstrate his or her performance expectations</i>
Rubric Indicator (s)	Presenting Instructional Content
Rubric Descriptor (s)	Presentation of content most of the time includes:
How does the above evidence connect to descriptors from the Rubric?	
<i>When the teacher modeled the example, she did not describe what she was thinking when she connected the blocks to the written problem. The students seemed easily distracted during this part of the lesson which was not their typical behavior throughout the lesson. This reminded me that it really is important to think about how students benefits from hearing you think aloud while you work through problems....</i>	
Feedback:	
<i>It is good that you are already recognizing the importance modeling not only your academic performance expectations, but your cognitive thinking expectations as well. This will help develop your students' executive function throughout their new learning experiences.</i>	

In the middle of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
<ul style="list-style-type: none"> - Teacher asked students to switch their papers and "grade" each other's work according to the answers provided. - Teacher read answers out loud while students marked the problem correct or incorrect. - The teacher then asked students to switch back their papers and review their results. 	The students were able to easily see what their numerical grade was, but they were not able to receive specific feedback as to whether or not their approach to solving the problem was effective. Students did seem highly engaged with the activity of switching papers with each other.
Rubric Domain(s) [as assigned by University Supervisor]	Instruction Domain
Rubric Indicator (s)	Presenting Instructional Content
Rubric Descriptor (s)	Presentation of content most of the time includes: <ul style="list-style-type: none"> • all essential information
How does the above evidence connect to descriptors from the Rubric?	
<p>Since the students were asked to use manipulative devices as a way to demonstrate their understanding of composing and decomposing numbers, I wonder if there might have been a way to have the students provide each other feedback throughout the process as to whether or not they were correctly manipulating the base-ten-blocks correctly. I think it might have helped the students make changes to their attempts in the future after receiving back their papers with the numerical scores listed on them.</p>	
<p>Feedback:</p> <p><i>This is a really good example of considering what would be the "essential information" that you would want to make sure your students are engaged in throughout the lesson. If the teacher is going to further develop the students' ability to compose and decompose numbers through the use of manipulative devices, then perhaps providing the students dialogue cards to follow would be an appropriate strategy to implement in future lessons.</i></p>	

At the end of the lesson:

Describe what will be the teacher said and did...	What was the students' response to the instruction? What did the students say and do?
<ul style="list-style-type: none"> - Teacher asked students to solve exit tickets where they were presented with a "word problem". - The teacher read the problem out loud to the whole class and then asked the students to "show their work" by drawing pictures of how they used their base-ten-blocks to solve their problem. 	The students' responses varied in quality. While there were some students who were able to successfully illustrate their work and solve the problem correctly, other students really struggled. I saw pictures where students tried to draw pictures of characters within the word problem; unrelated to the work at hand.
Rubric Domain(s) [as assigned by University Supervisor]	Instruction Domain
Rubric Indicator (s)	Presenting Instructional Content
Rubric Descriptor(s)	Presentation of content most of the time includes: <ul style="list-style-type: none"> • modeling by the teacher candidate to demonstrate his or her performance expectations;

How does the above evidence connect to descriptors from the Rubric?

Again, I wonder if there would have been more consistency in the students' performance if the teacher had modeled her expectations for how to correctly illustrate the base-ten-blocks. I was thinking the teacher could have given the students a symbol for what to use to represent a cube versus a single unit.

Feedback:



PE Lesson Refinement Plan

Refinement Plan

Refinement Area (Indicator): Academic Feedback

Self-Analysis Questions:

- Why is it important to provide timely and specific feedback to your students?
- In this lesson, how did you incorporate checks for understanding through feedback?

Evidence:

- The teacher asked questions of some students to promote their thinking and checks for understanding; for example, when activity started, students began to move equipment. The teacher posed questions to some.
- Student said, "I'm going to push myself across..." Teacher responded, "what about the other people in your team?"
- The T asked, "What would be a way to do what you are doing without picking up the base every time?"
- Unclear if all students contributed to the discussion.

Recommendations:

1. Ask yourself, what kind of thinking do I want students to do?
2. How will I know if the students mastered it?
3. How might I check for understanding during a PE class through feedback?
4. What am I looking for in student work/student responses?



APPENDIX

ADEPT Performance Standards/NIET TAP Teaching Standards Crosswalk

ADEPT Domain 1: Planning	NIET TAP Teaching Standards
ADEPT Performance Standard 1.A: The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.B: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 1.C: The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of long-range goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.D: The teacher develops appropriate processes for evaluation and recording students' progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Student Work ○ Assessment
ADEPT Performance Standard 1.E: The teacher plans appropriate procedures for managing the classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 2.A: The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives

ADEPT Performance Standard 2.C: The teacher routinely uses student performance data to guide short-range planning of instruction.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.A: The teacher develops/selects and administers a variety of appropriate assessments.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 3.B: At the appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.C: The teacher uses assessment data to assign grades (or other appropriate indicators) that currently reflect student progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Domain 2: Instruction	NIET TAP Teaching Standards
ADEPT Performance Standard 4.A: The teacher establishes, communicates, and maintains high expectations for student achievement.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 4.B: The teacher establishes, communicates, and maintains high expectations for student participation.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 4.C: The teacher helps students assume responsibility for their own participation and learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 5.A: The teacher uses appropriate instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 5.B: The teacher uses a variety of instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Activities and Materials

	<ul style="list-style-type: none"> ○ Teacher Content Knowledge ○ Grouping Students ○ Thinking ○ Problem Solving
ADEPT Performance Standard 5.C: The teacher uses instructional strategies effectively.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Activities and Materials ○ Questioning ○ Grouping Students
ADEPT Performance Standard 6.A: The teacher demonstrates a thorough command of the discipline that he or she teaches.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Teacher Content Knowledge
ADEPT Performance Standard 6.B: The teacher provides appropriate content.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 6.C: The teacher structures the content to promote meaningful learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students ○ Activities and Materials ○ Lesson Structure and Pacing ○ Presenting Instructional Content
ADEPT Performance Standard 7.A: The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives ○ Questioning ○ Academic Feedback
ADEPT Performance Standard 7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Academic Feedback ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 7.C: The teacher enhances student learning by providing appropriate instructional feedback to students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Academic Feedback

ADEPT Domain 3: Environment	NIET TAP Teaching Standards
ADEPT Performance Standard 8.A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Environment
ADEPT Performance Standard 8.B: The teacher creates and maintains a positive affective climate in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Environment ○ Respectful Culture
ADEPT Performance Standard 8.C: The teacher creates and maintains a culture of learning in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ○ Respectful Culture
ADEPT Performance Standard 9.A: The teacher manages student behavior appropriately.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Respectful Culture
ADEPT Performance Standard 9.B: The teacher makes maximal use of instructional time.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations
ADEPT Performance Standard 9.C: The teacher manages essential noninstructional routines in an efficient manner.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior
ADEPT Domain 4: Professionalism	NIET TAP Teaching Standards
ADEPT Performance Standard 10.A: The teacher is an advocate for the students.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching
ADEPT Performance Standard 10.B: The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement

	<ul style="list-style-type: none"> ○ School Responsibilities
ADEPT Performance Standard 10.C: The teacher is an effective communicator.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement
ADEPT Performance Standard 10.D: The teacher exhibits professional demeanor and behavior.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Community Involvement ○ School Responsibilities
ADEPT Performance Standard 10.E: The teacher is an active listener.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching

TAP Teaching Skills, Knowledge and Professionalism Performance Standards and InTASC Crosswalk

Instruction Indicators	InTASC Standards
Standards and Objectives	Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Motivating Students	Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Presenting Instructional Content	Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Lesson Structure and Pacing	Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Activities and Materials	Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Questioning	Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Academic Feedback	Standard 6: Assessment

	<p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Standard 8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Grouping Students	<p>Standard 3: Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Teacher Content Knowledge	<p>Standard 4: Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Teacher Knowledge of Students	<p>Standard 1: Learner Development</p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
Thinking	<p>Standard 5: Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Problem Solving	<p>Standard 5: Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Planning Indicators	InTASC Standards
Instructional Planning	<p>Standard 6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to</p>

	<p>monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Student Work	<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Assessment	<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Environment Indicator	InTASC Standards
Expectations	<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard 3: Learning Environments</p>

	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Managing Student Behavior	<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Environment	<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Respectful Culture	<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Professional Indicators	InTASC Standards
Growing and Developing Professionally	<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>

	<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
Reflecting on Teaching	<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
Community Involvement	<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
School Responsibilities	<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Appendix C – Key Qualifiers within the Rubric

4 Exemplary	3 Proficient	2 Approaching Proficient	1 Emerging
-All	-Accurate	-Adequate	-Ambiguous
-Always	Does (action)	-Moderate	-Does Not
-Consistently	-Efficient	-Mostly	-Few
-Each	-Moderate	-Some	-Inconsistent
-Explicitly	-Most	-Sometimes	Inefficient
-Extensive	-Mostly	-Somewhat	-Inhibit
-Frequently	-Often		-Lack
-Many	-Regularly		-Little
-More than Most	-Sometimes		-Low
-Regularly	-Usually		-Minimal
-Seamless			No/Not
-Significant			-Not
			-Rarely
			-Underdeveloped
			-Vague



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