

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Copyright Robert J. Marzano

Lesson Segments Involving Routine Events

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2. Tracking Student Progress
3. Celebrating Success
Student Interview

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Student Interview

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Student Interview

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Student Interview

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Student Interview

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Student Interview

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Evidence:

Teacher Evidence:

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence:

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

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Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Evidence:

Teacher Evidence:

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence:

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

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Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Evidence:

Teacher Evidence:

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class

Student Evidence:

- Students show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

Teacher uses a variety of ways to celebrate success

- Show of hands
- Certification of success
- Parent notification
- Round of applause

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Student Interview

Student Questions

Student Questions

Student Questions

What learning goal did today's lesson focus on?

How well are you doing on that learning goal?

Describe the different levels you can be at on the learning goal.

DQ6: Establishing Rules and Procedures

Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Evidence:

Teacher Evidence:

- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures

Student Evidence:

- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place

Teacher asks students to restate or explain rules and procedures

Teacher provides cues or signals when a rule or procedure should be used

Students recognize cues and signals by the teacher

Students regulate their own behavior

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Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Evidence:

Teacher Evidence:

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to material and centers
- The classroom is decorated in a way that enhances student learning:
 - Bulletin boards relate to current content
 - Students work is displayed

Student Evidence:

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

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Student Interview

Student Questions

Student Questions

Student Questions

What are the regular rules and procedures you are expected to follow in class?

How well do you do at following the rules and procedures and why?

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Evidence:

Teacher Evidence:

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence:

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

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Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Evidence:

Teacher Evidence:

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence:

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

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Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Evidence:

Teacher Evidence:

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer

Student Evidence:

- When asked, student can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

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Chunking Content into "Digestible Bites"

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Evidence:

Teacher Evidence:

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence:

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

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Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Evidence:

Teacher Evidence:

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence:

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

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Elaborating on New Information

The teacher asks question or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Evidence:

Teacher Evidence:

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

Student Evidence:

- Students volunteer answers to inferential questions
- Students provide explanations and "proofs" for inferences

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Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Evidence:

Teacher Evidence:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content

Student Evidence:

- Students' summaries and notes include critical content
- Students' nonlinguistic representation include critical content
- When asked, students can explain main points of the lesson

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Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Evidence:

Teacher Evidence:

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence:

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

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Student Interview

Student Questions

Student Questions

Student Questions

Why is the information that you are learning today important?

How do you know what are the most important things to pay attention to?

What are the main points of this lesson?

DQ3: Helping Students Practice and Deepen New Knowledge

Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Evidence:

Teacher Evidence:

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence:

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content

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Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Evidence:

Teacher Evidence:

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence:

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

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Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Evidence:

Teacher Evidence:

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence:

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

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Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Evidence:

Teacher Evidence:

- Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities

Student Evidence:

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences

- Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

- Student artifacts indicate that they can identify similarities and differences

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Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Evidence:

Teacher Evidence:

- Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence:

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning

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Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Evidence:

Teacher Evidence:

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence:

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence

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Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Evidence:

Teacher Evidence:

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

Student Evidence:

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

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Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson add to your understanding of the content?

What changes did you make in your understanding of the content as a result of the lesson?

What do you still need to understand better?

DQ4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Evidence:

Teacher Evidence:

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

Student Evidence:

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

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Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Evidence:

Teacher Evidence:

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence:

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

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Innovating Applying Developing Beginning Not Using Not Applicable

Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Evidence:

Teacher Evidence:

Student Evidence:

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

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Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson help you apply or use what you have learned?

What change has this lesson made about your understanding of the content?

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

Noticing when Students are not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Evidence:

Teacher Evidence:

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

Student Evidence:

- Students appear aware of the fact that the teacher is taking note of their level of engagement
- Students try to increase their level of engagement when prompted
- When asked, students explain that the teacher expects high levels of engagement

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Innovating Applying Developing Beginning Not Using Not Applicable

Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Evidence:

Teacher Evidence:

- Teacher uses structured games such as Jeopardy, Family Feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

Student Evidence:

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

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Innovating Applying Developing Beginning Not Using Not Applicable

Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Evidence:

Teacher Evidence:

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

Student Evidence:

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

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Innovating Applying Developing Beginning Not Using Not Applicable

Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Evidence:

Teacher Evidence:

- Teacher has students stand up and stretch or related activities when their energy is low

Student Evidence:

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

- Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher uses give-one-get-one activities that require students to move about the room

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Innovating Applying Developing Beginning Not Using Not Applicable

Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Evidence:

Teacher Evidence:

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

Student Evidence:

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

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Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Evidence:

Teacher Evidence:

- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher overtly adjusts energy level

Student Evidence:

- When asked, students say that the teacher "likes the content" and "likes teaching"
- Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

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Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Evidence:

Teacher Evidence:

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

Student Evidence:

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as "stimulating," "fun," and so on
- When asked, students explain how a friendly controversy activity helped them better understand the content

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Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Evidence:

Teacher Evidence:

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence:

- Students engage in activities that require them to make connections between their personal interests and the content
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

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Innovating Applying Developing Beginning Not Using Not Applicable

Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Evidence:

Teacher Evidence:

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content

Student Evidence:

- Students' attention increases when unusual information is presented about the content
- When asked, students explain how the unusual information makes them more interested in the content

Teacher engages students in activities like "Believe it or not" about the content

Teacher uses guest speakers to provide unusual information about the content

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Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How engaged were you in this lesson?

What are some things that keep your attention?

What are some things that made you bored?

DQ7: Recognizing Adherence to Rules and Procedures

Demonstrating "Withitness"

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Evidence:

Teacher Evidence:

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately

Student Evidence:

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

- Teacher proactively addresses inflammatory situations

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Innovating Applying Developing Beginning Not Using Not Applicable

Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Evidence:

Teacher Evidence:

- Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence:

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

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Innovating Applying Developing Beginning Not Using Not Applicable

Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Evidence:

Teacher Evidence:

- Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Student Evidence:

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedure increases

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Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

How well did you do at following classroom rules and procedures during this lesson?

What are some things that helped you follow the rules and procedures?

What are some things that didn't help you follow the rules and procedures?

DQ8: Establishing and Maintaining Effective Relationships with Students

Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Evidence:

Teacher Evidence:

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

Student Evidence:

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked, students say they feel accepted

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.

Evidence:

Teacher Evidence:

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, (etc) at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

Student Evidence:

- When asked, students describe teacher as someone who cares for them
- Students respond to teacher's verbal interactions
- Students respond to teacher's nonverbal interactions

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Evidence:

Teacher Evidence:

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

Student Evidence:

- Students are settled by the teacher's calm demeanor
- When asked, students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Student Interview

Student Questions

Student Questions

Student Questions

How much did you feel accepted and welcomed in the class today?

What are some things that made you feel accepted and welcomed?

What are some things that did not make you feel accepted and welcomed?

DQ9: Communicating High Expectations for All Students

Communicating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Evidence:

Teacher Evidence:

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy students with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

Student Evidence:

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

Resources:

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Evidence:

Teacher Evidence:

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence:

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of everyone

Resources:

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Evidence:

Teacher Evidence:

- Teacher asks low expectancy students to further explain their answers when they are incorrect
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer

Student Evidence:

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"

- Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- When low expectancy students demonstrate frustration the teacher allows them to collect their thoughts but goes back to them at a later point in time

- When asked, students say the teacher helps them answer questions successfully

Resources:

Scale | Reflection Questions

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How much were you challenged during today's lesson?

What are some things that challenged you during today's lesson?

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

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Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

4. Use of Available Traditional Resources
5. Use of Available Technology

Planning and Preparing for Special Needs of Students

6. Needs of English Language Learners
7. Needs of Special Education Students
8. Needs of Students Who Lack Support for Schooling

Planning and Preparing for Lessons and Units

Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

Evidence:

Planning Evidence:

- Content is organized to build upon previous information
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- The plan anticipates potential confusions that students may experience

Teacher Evidence:

- When asked, the teacher can describe the rationale for how the content is organized
- When asked, the teacher can describe the rationale for the sequence of instruction
- When asked, the teacher can describe how content is related to previous lessons, units or other content
- When asked, the teacher can describe possible confusions that may impact the lesson or unit

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Lessons within Units

The teacher organizes lessons within units to progress toward a deep understanding of content.

Evidence:

Planning Evidence:

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

Teacher Evidence:

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Evidence:

Planning Evidence:

- Lesson and unit plans include important content identified by the district (scope)
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

Teacher Evidence:

- When asked, the teacher can identify or reference the important content (scope) identified by the district
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Planning and Preparing for Use of Resources and Technology

Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

Evidence:

Planning Evidence:

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used to enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

Teacher Evidence:

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

Evidence:

Planning Evidence:

- The plan identifies available technology that will be used:
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - One-to-one computers
 - Social networking sites
 - Blogs
 - Wikis
 - Discussion Boards
- The plan identifies how the technology will be used to enhance student learning

Teacher Evidence:

- When asked, the teacher can describe the technology that will be used
- When asked, the teacher can articulate how the technology will be used to enhance student learning

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Planning and Preparing for Special Needs of Students

Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

Evidence:

Planning Evidence:

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

Teacher Evidence:

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

Evidence:

Planning Evidence:

- The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson

Teacher Evidence:

- When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson

- The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction

- When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

Evidence:

Planning Evidence:

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

Teacher Evidence:

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

South Lyon Domain 3: Reflecting on Teaching (v2)

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South Lyon Community School District

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units

Evaluating Student Growth Plans and Results

3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
4. Monitoring Progress Relative to the Professional Growth and Development Plan

Evaluating Personal Performance

Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Evidence:

Teacher Evidence:

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Evaluating Student Growth Plans and Results

Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Evidence:

Teacher Evidence:

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

South Lyon Domain 4: Collegiality and Professionalism

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Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

3. Seeking Mentorship for Areas of Need or Interest
4. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

5. Adhering to District and School Rules and Procedures
6. Participating in District and School Initiatives

Promoting a Positive Environment

Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Evidence:

Teacher Evidence:

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Evidence:

Teacher Evidence:

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Promoting Exchange of Ideas and Strategies

Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

Evidence:

Teacher Evidence:

- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input in Professional Learning Community meetings
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

Evidence:

Teacher Evidence:

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Promoting District and School Development

Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

Evidence:

Teacher Evidence:

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Evidence:

Teacher Evidence:

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Signatures

Observer Signature:

Date:

Learner Signature:

Date:
