LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

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.

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ referrers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

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Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. 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.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

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2. Tracking Student Progress

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

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3. Celebrating Success

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

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
- ❒ Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

Student Evidence

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

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Student Interviews

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.

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DQ 6: Establishing Rules and Procedures

4. Establishing Classroom Routines

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

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
- ❒ Teacher asks students to restate or explain rules and procedures
- ❒ Teacher provides cues or signals when a rule or procedure should be used

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
- ❒ Students recognize cues and signals by the teacher
- ❒ Students regulate their own behavior

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

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5. Organizing the Physical Layout of the Classroom

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

Teacher Evidence

- ❒ The physical layout of the classroom has clear traffic patterns
- ❒ The physical layout of the classroom provides easy access to materials 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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

Student Interviews

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?

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Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

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7. Organizing Students to Interact with New Knowledge

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

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8. 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.

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
- ❒ 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

Student Evidence

- ❒ When asked, students 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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

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9. 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.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

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10. Processing New Information

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

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11. Elaborating on New Information

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

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12. 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.

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 representations include critical content
❒ When asked, students can explain main points of the lesson

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

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13. Reflecting on Learning

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

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?

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DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

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15. Organizing Students to Practice and Deepen Knowledge

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

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16. 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.

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

Scale Levels: *(choose one)*
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

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17. Examining Similarities and Differences

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

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

❒ 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 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
❒ Student artifacts indicate that they can identify similarities and differences

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?

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18. 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.

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.

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

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19. 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.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

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20. Revising Knowledge

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

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?

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DQ4: Helping Students Generate and Test Hypotheses

21. 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.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

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22. 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.

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, experimental inquiry, or investigation

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

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23. Providing Resources and Guidance

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

Teacher 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 generation and testing tasks
❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

❒ 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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

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?

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Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Noticing when Students are Not Engaged

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

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25. Using Academic Games

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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26. Managing Response Rates

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

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27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- ❒ Teacher has students stand up and stretch or related activities when their energy is low
- ❒ 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 use give-one-get-one activities that require students to move about the room

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

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29. Demonstrating Intensity and Enthusiasm

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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31. 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.

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

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32. Presenting Unusual or Intriguing Information

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

Teacher Evidence

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

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?

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DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"

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

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
- ❒ Teacher proactively addresses inflammatory situations

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"

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on students' behavior.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique student needs and situations?	In addition to, using behaviors associated with "withitness," how can you monitor the effect on students' behavior?	How can you use behaviors associated with "withitness"?	How can you begin to incorporate this strategy into your instruction?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

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35. Acknowledging Adherence to Rules and Procedures

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

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 procedures increases

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

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?

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DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background

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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

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37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

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

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 teachers verbal interactions
- ❒ Students respond to teachers nonverbal interactions

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

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, the 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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

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?

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DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students

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

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 with nonverbal indications that they are valued and respected:

- Makes eye contact
- Smiles
- Makes appropriate physical contact

❒ The teacher proves 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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

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40. 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.

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 every student

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

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41. 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.

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
- ❒ 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

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

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

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Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

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Art and Science of Teaching
Teacher Evaluation Model: Domain 2:Planning and Preparing

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

Planning and Preparing for Lessons and Units

1. 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.	❍ Innovating (4) ❍ Applying (3) ❍Developing (2) ❍ Beginning (1) ❍Not Using (0) ❍ Not Applicable <u>Scale</u>
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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Effective Scaffolding of Information within Lessons	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. Lessons within Units	
The teacher organizes lessons within units to progress toward a deep understanding of content.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
PlanningEvidence ❒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	**TeacherEvidence** ❒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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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3. Attention to Established Content Standards	
The teacher ensures that lesson and unitplans are alignedwith established content standards identified by the districtand the manner in which that content should be sequenced.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
Planning Evidence ❒Lesson and unit plans includeimportant contentidentified by the district (scope) ❒Lessonand 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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human)for upcoming units and lessons.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
Planning Evidence ❒The plan outlines resourceswithin the classroom that will be used to enhance students' understanding of the content ❒The plan outlines resources within the school that will be used 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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of AvailableTraditional Resources	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. Use of Available Technology	
The teacheridentifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
PlanningEvidence ❒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 planidentifies 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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understandin g and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understandin g but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for the Needs of English Language Learners

1. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
Planning Evidence ❒The plan identifies the accommodations that must be made forindividual ELL studentsor 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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of English Language Learners	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for Needs of Students Receiving Special Education

1. Needs of Students Receiving Special Education	
The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
PlanningEvidence ❒The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP)for a lesson ❒The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction	**Teacher Evidence** ❒ When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson ❒ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of Special Education Students	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for Needs of Students Who Lack Support for Schooling

1. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>
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	**TeacherEvidence** ❒When asked,the teachercan 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 articulatethe ways in which the students' family resources will be addressed when assigning homework ❒When asked, the teacher can articulatethe ways in which communication with the home will take into consideration family and language resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. 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).	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Individual Lessons and Units	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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3. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan	
The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

Teacher Evidence
❒ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
❒ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Art and Science of Teaching
Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues	
The teacher interacts with other teachers in a positive manner to promote and support student learning.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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
❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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			and parents		

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest	
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors**.**	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	**Applying**	**Developing**	**Beginning**	**Not Using**
Seeking Mentorship for Areas of Need or Interest	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. Mentoring Other Teachers and Sharing Ideas and Strategies	
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Promoting District and School Development

1. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to District and School Rules and Procedures	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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2. 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.	❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable <u>Scale</u>

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Participating in District and School Initiatives	The teacher is a recognized leader in helping others with this activity	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	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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