

Appendix A

Teacher Domain 1

Observational Protocol (Long Form)

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales to Measure Those Goals					
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.		<p><u>Notes</u></p> <ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable 			
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson		<p>Student Evidence</p> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales to measure those goals	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

2. Tracking Student Progress					
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence <input type="checkbox"/> Teacher helps student track their individual progress on the learning goal <input type="checkbox"/> Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal			Student Evidence <input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric <input type="checkbox"/> Students systematically update their status on the learning goal		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

3. Celebrating Student Success					
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.		<u>Notes</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
Teacher Evidence <input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success <ul style="list-style-type: none"> • Show of hands • Certification of success • Parent notification • Round of applause 		Student Evidence <input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating student 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

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines					
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.		<p><u>Notes</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule of procedure should be used		<p>Student Evidence</p> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying Critical Information					
<p>The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</p>	<p><u>Notes</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important <input type="checkbox"/> Teacher tells students to get ready for some important information <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion <ul style="list-style-type: none"> • Tone of voice • Body position • Level of excitement 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to <input type="checkbox"/> Students visibly adjust their level of engagement 				
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

3. 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.		<u>Notes</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
Teacher Evidence <input type="checkbox"/> Teacher uses preview question before reading <input type="checkbox"/> Teacher uses K-W-L strategy or variation of it <input type="checkbox"/> Teacher asks or reminds students what they already know about the topic <input type="checkbox"/> Teacher provides an advanced organizer <ul style="list-style-type: none"> • Outline • Graphic organizer <input type="checkbox"/> Teacher has students brainstorm <input type="checkbox"/> Teacher uses anticipation guide <input type="checkbox"/> Teacher uses motivational hook/launching activity <ul style="list-style-type: none"> • Anecdotes • Short selection from video <input type="checkbox"/> Teacher uses word splash activity to connect vocabulary to upcoming content		Student Evidence <input type="checkbox"/> When asked, student can explain linkages with prior knowledge <input type="checkbox"/> When asked, students make predictions about upcoming content <input type="checkbox"/> When asked, students can provide a purpose for what they are about to learn <input type="checkbox"/> Students actively engage in previewing activities			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

6. Elaborating on New Information					
The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence <input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about the content <input type="checkbox"/> Teacher asks students to explain and defend their inferences <input type="checkbox"/> Teacher presents situations or problems that require inferences			Student Evidence <input type="checkbox"/> Students volunteer answers to inferential questions <input type="checkbox"/> Students provide explanations and “proofs” for inferences		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

7. 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.		<u>Notes</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
Teacher Evidence <input type="checkbox"/> Teacher asks students to summarize the information they have learned <input type="checkbox"/> Teacher asks students to generate notes that identify critical information in the content <input type="checkbox"/> Teacher asks students to create nonlinguistic representations for new content <ul style="list-style-type: none"> • Graphic organizers • Pictures • Pictographs • Flow charts <input type="checkbox"/> Teacher asks students to create mnemonics that organize the content		Student Evidence <input type="checkbox"/> Students' summaries and notes include critical content <input type="checkbox"/> Students' nonlinguistic representation include critical content <input type="checkbox"/> When asked, students can explain main points of the lesson			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

8. Reflecting on Learning					
The teacher engages students in activities that help them reflect on their learning and the learning process.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence <input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about <input type="checkbox"/> Teacher asks students to state or record how hard they tried <input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning			Student Evidence <input type="checkbox"/> When asked, students can explain what they are clear about and what they are confused about <input type="checkbox"/> When asked, students can describe how hard they tried <input type="checkbox"/> When asked, students can explain what they could have done to enhance their learning		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

9. Reviewing Content					
The teacher engages students in a brief review of content that highlights the critical information.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher begins the lesson with a brief review of content <input type="checkbox"/> Teacher uses specific strategies to review information <ul style="list-style-type: none"> • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise 		Student Evidence <input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based <input type="checkbox"/> Student responses to class activities indicate that they recall previous content			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

12. Examining Similarities and Differences					
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher engages students in activities that require students to examine similarities and differences between content <ul style="list-style-type: none"> • Comparison activities • Classifying activities • Analogy activities • Metaphor activities <input type="checkbox"/> Teacher facilitates the use of these activities to help students deepen their understanding of content <ul style="list-style-type: none"> • 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 <input type="checkbox"/> Student artifacts indicate that their knowledge has been extended as a result of the activity <input type="checkbox"/> When asked, about the activity, student responses indicate that they have deepened their understanding <input type="checkbox"/> When asked, students can explain similarities and differences <input type="checkbox"/> Student artifacts indicate that they can identify similarities and differences			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

13. 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.		<u>Notes</u> <div style="border: 1px solid black; padding: 5px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
Teacher Evidence <input type="checkbox"/> Teacher asks students to examine information for errors or informal fallacies <ul style="list-style-type: none"> • Faulty logic • Attacks • Weak reference • Misinformation <input type="checkbox"/> Teacher asks students to examine the strength of support presented for a claim <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim 		Student Evidence <input type="checkbox"/> When asked, students can describe errors or informal fallacies in information <input type="checkbox"/> When asked, students can explain the overall structure of an argument presented to support a claim <input type="checkbox"/> Student artifacts indicate that they can identify errors in reasoning			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

14. 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.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • 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 <input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence <input type="checkbox"/> Students perform the skill, strategy, or process with increased competence			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

16. 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.		<p><u>Notes</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses <input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses		<p>Student Evidence</p> <input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content <input type="checkbox"/> When asked, students explain how groups support their learning <input type="checkbox"/> Students use group activities to help them generate and test hypotheses			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating 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.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses <input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses		Student Evidence <input type="checkbox"/> Students are clearly working on tasks that require them to generate and test hypotheses <input type="checkbox"/> When asked, students can explain the hypothesis they are testing <input type="checkbox"/> When asked, students can explain whether their hypothesis was confirmed or disconfirmed <input type="checkbox"/> Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Engaging students in cognitively complex tasks involving hypothesis generating 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

Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing and Reacting When Students Are Not Engaged					
<p>The teacher scans the room making note of when students are not engaged and takes overt action.</p>	<p><u>Notes</u></p> <div style="text-align: right; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students	<p>Student Evidence</p> <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement <input type="checkbox"/> Students try to increase their level of engagement when prompted <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement				
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Noticing and reacting 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

3. Managing Response Rates During Questioning					
The teacher uses response rates techniques to maintain student engagement in questions.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher uses wait time <input type="checkbox"/> Teacher uses response cards <input type="checkbox"/> Teacher has students use hand signals to respond to questions <input type="checkbox"/> Teacher uses choral response <input type="checkbox"/> Teacher uses technology to keep track of students' responses <input type="checkbox"/> Teacher uses response chaining		Student Evidence <input type="checkbox"/> Multiple students or the entire class responds to questions posed by the teacher <input type="checkbox"/> When asked, students can describe their thinking about specific questions posed by the teacher			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates during questioning	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

5. Maintaining a Lively Pace					
The teacher uses pacing techniques to maintain students' engagement.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence <input type="checkbox"/> Teacher employs crisp transitions from one activity to another <input type="checkbox"/> Teacher alters pace appropriately (i.e., speeds up and slows down)			Student Evidence <input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity is begun <input type="checkbox"/> When asked, about the pace of the class, students describe it as not too fast or not too slow		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

7. Using Friendly Controversy					
The teacher uses friendly controversy techniques to maintain student engagement.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on content from members of the class			Student Evidence <input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement <input type="checkbox"/> When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on <input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

11. Applying Consequences					
The teacher applies consequences for not following rules and procedures consistently and fairly.		<u>Notes</u> <ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable 			
Teacher Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides nonverbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Eye contact • Proximity • Tap on the desk • Shaking head, no <input type="checkbox"/> Teacher provides verbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Tells students to stop • Tells students that their behavior is in violation of a rule or procedure <input type="checkbox"/> Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) <input type="checkbox"/> Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) <input type="checkbox"/> Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken) 		Student Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Students cease inappropriate behavior when signaled by the teacher <input type="checkbox"/> Students accept consequences as part of the way class is conducted <input type="checkbox"/> When asked, students describe the teacher as fair in application of rules 			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Applying consequences	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

12. Acknowledging Adherence to Rules and Procedures					
The teacher consistently and fairly acknowledges adherence to rules and procedures.		<u>Notes</u> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed <ul style="list-style-type: none"> • Smile • Nod of head • High Five <input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed <ul style="list-style-type: none"> • Thanks students for following a rule or procedure • Describes student behaviors that adhere to rule or procedure <input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed <input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed <ul style="list-style-type: none"> • Certificate of merit • Token economies 		Student Evidence <input type="checkbox"/> Students appear appreciative of the teacher acknowledging their positive behavior <input type="checkbox"/> When asked, students describe teacher as appreciative of their good behavior <input type="checkbox"/> The number of students adhering to rules and procedure increases			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

15. Displaying Objectivity and Control					
The teacher behaves in an objective and controlled manner.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence <input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions <input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner <input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion <input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior		Student Evidence <input type="checkbox"/> Students are settled by the teacher's calm demeanor <input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class <input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating Value and Respect for Low-Expectancy Students					
The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.		<p><u>Notes</u></p> <ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable 			
<p>Teacher Evidence</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> The teacher provides low-expectancy student with nonverbal indications that they are valued and respected</p> <ul style="list-style-type: none"> • Makes eye contact • Smiles • Makes appropriate physical contact <p><input type="checkbox"/> The teacher provides low-expectancy students with verbal indications that they are valued and respected</p> <ul style="list-style-type: none"> • Playful dialogue • Addressing students in a manner they view as respectful <p><input type="checkbox"/> Teacher does not allow negative comments about low-expectancy students</p>		<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students say that the teacher cares for all students</p> <p><input type="checkbox"/> Students treat each other with respect</p>			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating 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

18. 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.		<u>Notes</u> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
Teacher Evidence <input type="checkbox"/> Teacher asks low-expectancy students to further explain their answers when they are incorrect <input type="checkbox"/> Teacher rephrases questions for low-expectancy students when they provide an incorrect answer <input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a questions incorrectly <input type="checkbox"/> 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 <input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook" <input type="checkbox"/> When asked, students say that the teacher "won't give up on you" <input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers with 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

Appendix B

Teacher Domain 1

Observational Protocol (Short Form)

I. Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal)	Notes											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
2. Tracking student progress (e.g., using formative assessment the teacher helps students chart their individual and group progress on a learning goal)	Notes											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
3. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Notes											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

Design Question #6: What will I do to establish or maintain classroom rules and procedures?

4. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure)	Notes											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
5. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning)	Notes											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

II. Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying critical information (e.g., the teacher provides cues as to which information is important)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
4. Chunking content into “digestible bites” (e.g., the teacher presents content in small portions that are tailored to students’ level of understanding)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
7. Recording and representing knowledge (e.g., the teacher ask students to summarize, take notes, or use non-linguistic representations)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

<i>Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?</i>					
9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)	Notes				
		I (4)	A (3)	D (2)	B (1)
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)	Notes				
		I (4)	A (3)	D (2)	B (1)
11. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)	Notes				
		I (4)	A (3)	D (2)	B (1)
12. Examining similarities and differences (e.g., the teacher engages students in comparing , classifying, creating analogies and metaphors)	Notes				
		I (4)	A (3)	D (2)	B (1)
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)	Notes				
		I (4)	A (3)	D (2)	B (1)
14. Practicing skills, strategies, and processes (e.g., the teacher uses massed and distributed practice)	Notes				
		I (4)	A (3)	D (2)	B (1)
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)	Notes				
		I (4)	A (3)	D (2)	B (1)

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

<p>16. Organizing students for cognitively complex tasks (e.g., the teachers organizes students into small groups to facilitate cognitively complex tasks)</p>	<p>Notes</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
<p>17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)</p>	<p>Notes</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
<p>18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)</p>	<p>Notes</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

III. Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
2. Using academic games (e.g., when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
3. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
4. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
5. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
6. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
7. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
8. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests)	Notes	<table border="1" style="float: right;"> <tr> <td>I</td><td>A</td><td>D</td><td>B</td><td>NU</td> </tr> <tr> <td>(4)</td><td>(3)</td><td>(2)</td><td>(1)</td><td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

9. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content)	Notes	<table border="1" data-bbox="1109 296 1443 384"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
<i>Design Question #7: What will I do to recognize and acknowledge adherence and lack of adherence to rules and procedures?</i>												
10. Demonstrating “withitness” (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes	<table border="1" data-bbox="1109 615 1443 699"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
11. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Notes	<table border="1" data-bbox="1109 835 1443 919"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
12. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly)	Notes	<table border="1" data-bbox="1109 1056 1443 1140"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
<i>Design Question #8: What will I do to establish and maintain effective relationships with students?</i>												
13. Understanding students’ interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)	Notes	<table border="1" data-bbox="1109 1371 1443 1455"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
14. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students)	Notes	<table border="1" data-bbox="1109 1591 1443 1675"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								
15. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)	Notes	<table border="1" data-bbox="1109 1812 1443 1894"> <tr> <td>I</td> <td>A</td> <td>D</td> <td>B</td> <td>NU</td> </tr> <tr> <td>(4)</td> <td>(3)</td> <td>(2)</td> <td>(1)</td> <td>(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I		A	D	B	NU							
(4)	(3)	(2)	(1)	(0)								

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
17. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								
18. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students)	Notes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">B</td> <td style="text-align: center;">NU</td> </tr> <tr> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(0)</td> </tr> </table>	I	A	D	B	NU	(4)	(3)	(2)	(1)	(0)
I	A	D	B	NU								
(4)	(3)	(2)	(1)	(0)								

Appendix C

Teacher Domain 1

Observational Protocol (Snapshot Form)

Lesson Segments That Involve Routine Events That Might Be Observed in Every Lesson

- What is the teacher doing to help establish and communicate learning goals, track students progress, and celebrate success?

- What is the teacher doing to establish or maintain classroom rules and procedures?

Lesson Segments That Address Content

- What is the teacher doing to help students effectively interact with new knowledge?

- What is the teacher doing to help students practice and deepen their understanding of new knowledge?

- What is the teacher doing to help students generate and test hypotheses about new knowledge?

Appendix D

Teacher Domain 2

Planning and Preparing

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information Within Lessons					
<p>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.</p>	<p><u>Notes</u></p> <div style="text-align: right; border: 1px solid black; padding: 5px; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Planning Evidence</p> <input type="checkbox"/> Content is organized to build upon previous information <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units <input type="checkbox"/> The plan anticipates potential confusions that students may experience	<p>Teacher Evidence</p> <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit				
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Effective scaffolding of information within lessons	The teacher is a 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.

2. Lessons within Units					
The teacher organizes lessons within units to progress toward a deep understanding of content.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Planning Evidence <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

3. Attention to Established Content Standards					
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Planning Evidence <input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope) <input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district			Teacher Evidence <input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district <input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources					
<p>The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.</p>		<p><u>Notes</u></p> <div style="text-align: right; border: 1px solid black; padding: 5px; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>			
<p>Planning Evidence</p> <input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students’ understanding of the content <input type="checkbox"/> The plan outlines resources within the school that will be used enhance students’ understanding of the content <input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students’ understanding of the content		<p>Teacher Evidence</p> <input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students’ understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students’ understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students’ understanding of the content			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Use of available traditional 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.

Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners					
<p>The teacher provides for the needs of English language learners (ELLs) by identifying the adaptations that must be made within a lesson or unit.</p>		<p><u>Notes</u></p>			
		<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable 			
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>		<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> 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</p>			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

Appendix E

Teacher Domain 3

Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness					
<p>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).</p>		<p><u>Notes</u></p>			
		<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>			
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher identifies specific areas of strengths and weaknesses within Domain 1</p> <p><input type="checkbox"/> The teacher keeps track of specifically identified focus areas for improvement within Domain 1</p> <p><input type="checkbox"/> The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1</p> <p><input type="checkbox"/> When asked, the teacher can describe how specific areas for improvement are identified within Domain 1</p>					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<p><u>Notes</u></p>
<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>	

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 (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan					
<p>The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines, and appropriate resources.</p>	<p><u>Notes</u></p> <div style="text-align: right; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</p> <p><input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</p>					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

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.		<u>Notes</u>			
		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence					
<input type="checkbox"/> 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)					
<input type="checkbox"/> 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 (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

Appendix F

Teacher Domain 4

Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions About Colleagues					
<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<p><u>Notes</u></p> <div style="text-align: right; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher works cooperatively with appropriate school personnel to address issues that impact student learning</p> <p><input type="checkbox"/> The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</p> <p><input type="checkbox"/> The teacher accesses available expertise and resources to support students' learning needs</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</p>					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Promoting positive interactions about 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.

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.		<u>Notes</u> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable			
Teacher Evidence					
<input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns <input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities <input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families <input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families <input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly <input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents. <input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them <input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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 and parents.	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.

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest					
<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<p><u>Notes</u></p>				
<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>					
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others</p> <p><input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings</p> <p><input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction</p> <p><input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction</p>					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

Promoting District and School Development

1. Adhering to District and School Rules and Procedures					
<p>The teacher is aware of the district's and school's rules and procedures and adheres to them.</p>	<p><u>Notes</u></p> <div style="text-align: right; margin-top: 20px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>				
<p>Teacher Evidence</p> <input type="checkbox"/> The teacher performs assigned duties <input type="checkbox"/> The teacher follows policies, regulations and procedures <input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) <input type="checkbox"/> The teacher fulfills responsibilities in a timely manner <input type="checkbox"/> The teacher understands legal issues related to students and families <input type="checkbox"/> The teacher demonstrates personal integrity <input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.

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.			<u>Notes</u>		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence					
<input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families <input type="checkbox"/> The teacher serves on school and district committees <input type="checkbox"/> The teacher participates in staff development opportunities <input type="checkbox"/> The teacher works to achieve school and district improvement goals <input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives <input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
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.