Teacher Development Toolkit

for the Marzano Teacher Evaluation Model

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for

Marzano Research Laboratory

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Introduction

Contemporary calls for the reform of teacher appraisal and evaluation practices are uniformly accompanied by the expectation that performance standards reflect the best of our understanding of effective instruction. One of the most widely respected researchers in this field is Robert J. Marzano.

The following documents and processes are based on *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Marzano, 2007) and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). For school districts intending to base new teacher evaluation practices on Dr. Marzano's work, the following are offered as tools to support that intent.

The utilization or adaptation of any or all of these tools will, of course, depend on district circumstance and need. They are offered as templates for supporting the kinds of reflection, goal setting, observation, support, and appraisal that every teacher will need in order to continuously improve teaching performance.

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The Marzano Teacher Evaluation Model

Appendix A presents the four domains and 60 elements within those domains that comprise the *Marzano Teacher Evaluation Model*. More detailed information about these domains and elements may also be found in *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano et al., 2011; see chapter 3).

Additional information about the research base for the Marzano Teacher Evaluation Model is available online at **marzanocenter.com**. Specifically, the white paper *Examining the Role of Teacher Evaluation in Student Achievement* (Marzano, Toth, & Schooling, 2012) summarizes the results of four studies which examined the effect of the Marzano Teacher Evaluation Model on student achievement: *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2010), the *Adams 50 Instructional Model Study* (Marzano & Haystead, 2011), the *Report on Professional Development* (Haystead, 2010), and the *Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement* (Marzano & Haystead, 2010). Each study found positive correlations between teachers' use of the Marzano Teacher Evaluation Model and students' learning and achievement. Additionally, 300 experimental/control studies were conducted by practicing teachers to examine the effects of strategies from the Marzano Teacher Evaluation Model. These 300 studies were combined in a meta-analysis (Haystead & Marzano, 2009) which found an average student achievement percentile gain of 16 (effect size = 0.42) associated with teachers' use of the strategies.

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A Roadmap for the Annual Evaluation Process

The *Marzano Teacher Evaluation Model* (Appendix A) presents 60 elements of effective teaching that administrators can use to guide the development of teachers over the course of a school year. This toolkit explains and facilitates specific actions and steps that administrators and teachers can take at five specific times of the year to help the teacher develop expertise. Figure 1 depicts those actions and steps.

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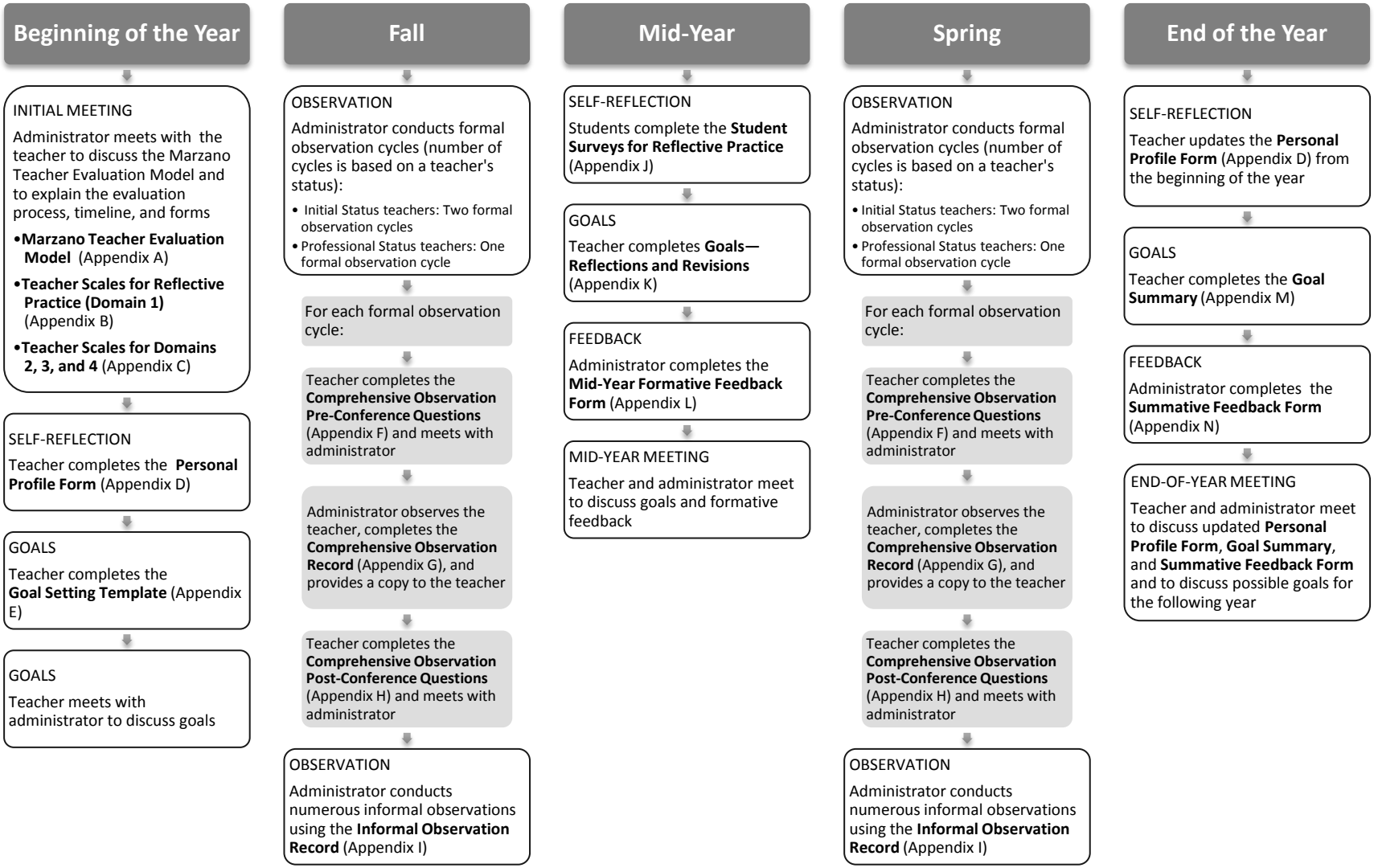

Figure 1: Teacher development and evaluation process timeline.

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This toolkit provides forms, scales, and templates that scaffold and facilitate the process shown in figure 1. These tools are found in the appendices (pages 18-187) and are listed in bold type in figure 1. For example, the first form that a teacher completes at the beginning of the year is the *Personal Profile Form* (see the first column in figure 1.1). This form can be found in Appendix D.

As shown in figure 1, the actions and steps presented in this toolkit are designed to help the teacher reflect on his or her practice (SELF-REFLECTION) and set growth goals (GOALS). The administrator's actions and steps are designed to help him or her observe the teacher (OBSERVATION) and give the teacher useful feedback about his or her practice (FEEDBACK). The following sections provide further detail about the actions and steps that should take place during each specific time of the year: (1) beginning of the year, (2) fall and spring, (3) mid-year, and (4) end of the year. Because the same observation processes are used both in the fall and in the spring, those times of the year are discussed together.

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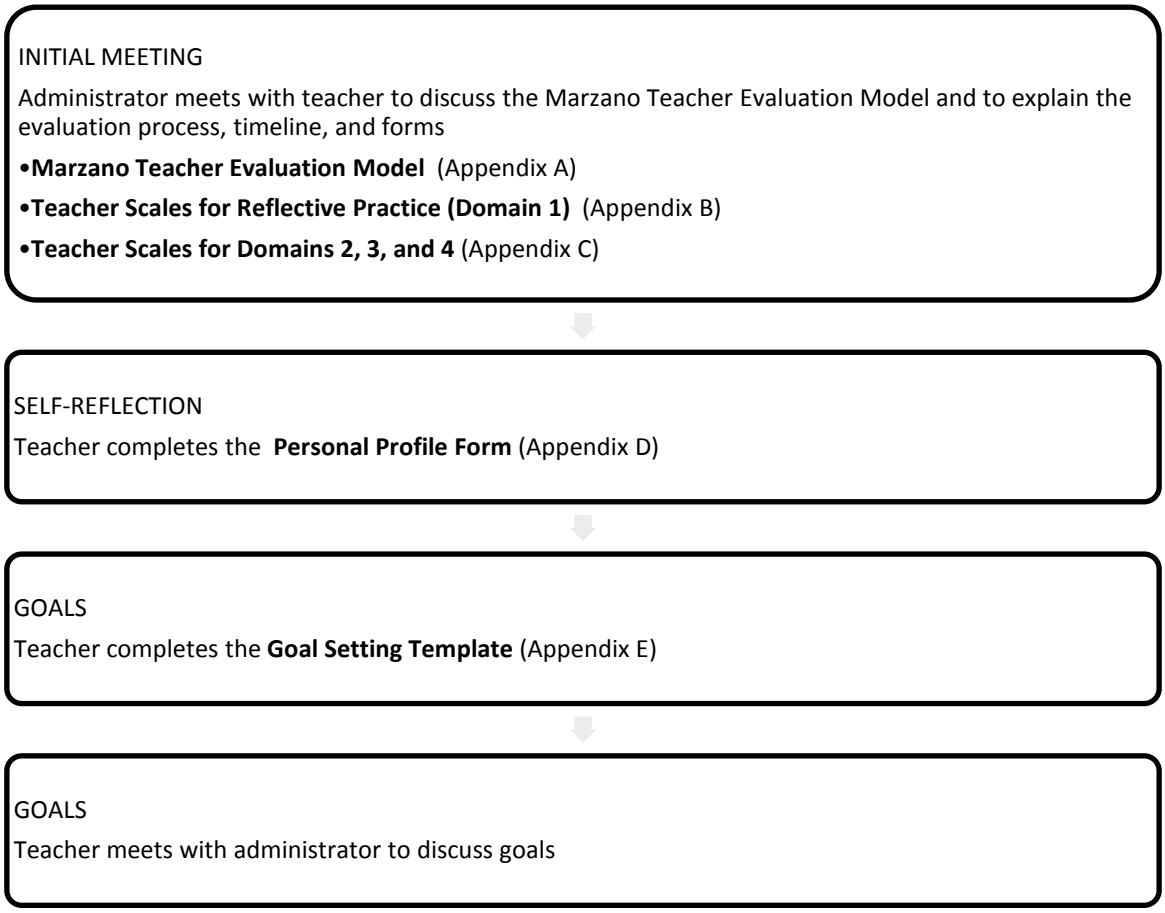
Beginning of the Year



Initial Meeting

During the initial meeting, the administrator reviews the *Marzano Teacher Evaluation Model* (Appendix A) with the teacher, ensuring that the teacher understands each of the 60 elements of the model and its supporting research. Additionally, the administrator can review the *Teacher Scales for Reflective Practice (Domain 1*) (Appendix B) and the *Teacher Scales for Domains 2, 3, and 4* (Appendix C) to ensure that the teacher understands the five-point scale used to measure levels of performance and progress for each element of each domain. At this meeting, the administrator might also review the evaluation process depicted in figure 1 (page 4) with the teacher and answer any questions the teacher might have.

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Self-Reflection

Documents and processes related to teacher reflection should be completed early in the new school year so the teacher can use that reflection to help set goals. The *Personal Profile Form* (Appendix D) can serve as the basis for a personal self-reflection on the 41 elements of Domain 1 of the Marzano Teacher Evaluation Model. Teachers should use the *Teacher Scales for Reflective Practice (Domain 1)* (Appendix B) to score themselves on each of the 41 elements of Domain 1 and record those scores on the *Personal Profile Form* in Appendix D. Scales for the remaining 19 elements of the model (Domains 2, 3, and 4) are found in Appendix C.

This self-reflection may or may not be shared with administrators, instructional coaches, or mentors. The scale for each element calls for a teacher's self-assessment of current levels of proficiency as an important first step in determining specific professional growth goals.

Goals

Goal-Setting Template

The *Goal Setting Template* (Appendix E) is structured in such a way that the teacher may identify up to three elements from Domain 1, as well as several other elements from Domains 2, 3, and 4 of the framework as targets for growth. The format of the *Goal Setting Template* suggests that in Domain 1 it is likely that the teacher will select elements from each of the three lesson segments of the model: routine segments, content segments, and on-the-spot segments.

The *Goal Setting Template* also calls for the teacher to develop action steps and explicit timelines that include support the teacher has identified as integral to reaching a desired performance level for each goal. Support may include, but is not limited to: feedback from administrators, coaches, and peers; professional development opportunities; the teacher tracking

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his or her own growth; and opportunities to observe and discuss effective execution of the strategies and behaviors targeted for growth.

Goal-Setting Conference

In advance of a goal-setting conference, the teacher sends the *Goal-Setting Template* (Appendix E) to his or her administrator. The administrator's preparation for the goal setting conference includes a review of the document in order to be prepared to offer endorsements, suggestions, additions, or modifications. It is understood that it is the responsibility of the administrator to identify necessary areas for the teacher's growth and development if the teacher has failed to do so for himself or herself.

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Fall and Spring

OBSERVATION

Administrator conducts formal observation cycles (number of cycles is based on a teacher's status):

- Initial Status teachers: Two formal observation cycles
- Professional Status teachers: One formal observation cycle

For each formal observation cycle:

Teacher completes the **Comprehensive Observation Pre-Conference Questions** (Appendix F) and meets with administrator

Administrator observes the teacher, completes the **Comprehensive Observation Record** (Appendix G), and provides a copy to the teacher

Teacher completes the **Comprehensive Observation Post-Conference Questions** (Appendix H) and meets with administrator

OBSERVATION

Administrator conducts numerous informal observations using the **Informal Observation Record** (Appendix I)

Observations

Formal/Comprehensive Observations

The number of comprehensive or formal observations a teacher must have is a negotiated agreement in most districts. From our perspective, the number should reflect the stage of professional development attained by the teacher. For instance, we recommend that "Initial Status" teachers would complete two comprehensive observation cycles in the fall and two more in the spring. For "Professional Status" teachers, one each in the fall and spring are recommended.

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Pre-Observation Conferences

When planning for a formal observation of instruction, the teacher prepares responses to the *Comprehensive Observation Pre-Conference Questions* (Appendix F) for the lesson to be observed. The completed form is then provided to the administrator in advance of a pre-observation conference. The pre-observation dialog between the teacher and the administrator focuses on the teacher's plans for the lesson as outlined in the *Comprehensive Observation Pre-Conference Questions,* but this discussion may also identify additional information about the lesson goals and plans which can be noted on the form.

Formal Observations

When conducting a formal observation of teaching, the administrator makes use of the *Comprehensive Observation Record* (Appendix G) to note the instructional strategies and behaviors from Domain 1 of the framework that are exhibited in the lesson. It is important to note that during the observation of a single lesson not all 41 elements from Domain 1 will be observed and rated.

The *Comprehensive Observation Record* also calls for the administrator to give an assessment of the teacher's performance during the lesson, using the Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0) scale. This scale is consistent with the scale used in the *Teacher Scales for Reflective Practice (Domain 1)* (Appendix B). Of particular interest to the observer are the elements of the framework that the teacher has selected as targets for improvement.

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Following the formal observation, the administrator provides the teacher with a copy of the completed *Comprehensive Observation Record* for the teacher to review prior to a post-conference meeting.

Post-Observation Conferences

In preparation for a post-observation conference, the teacher reviews the administrator's notes and ratings from the *Comprehensive Observation Record* (Appendix G) and reflects on his or her lesson by preparing responses for the *Comprehensive Observation Post-Conference Questions* (Appendix H).

At the post-observation conference the teacher and the administrator review the relevant documents. They discuss the lesson and the administrator's ratings of the strategies and behaviors exhibited during the lesson, while giving specific attention to progress on the teacher's growth goals. As a result of the post-observation dialog, the administrator may choose to adjust any of the ratings assigned on the lesson's *Comprehensive Observation Record.*

Informal Classroom Observations

Informal observations are typically completed throughout the year. The *Informal Observation Record* (Appendix I) is a tool with multiple applications. The administrator may use it during the informal observation of a classroom when a rating scale is not employed. Typically these visits are less than a full class period.

The *Informal Observation Record* is also well suited for collegial teams conducting instructional rounds, peer observation visits to classrooms, and observations done by instructional coaches and mentors as they prepare feedback to the teacher being observed.

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Mid-Year

SELF-REFLECTION
Students complete the **Student Surveys for Reflective Practice** (Appendix J)

GOALS
Teacher completes **Goals—Reflections and Revisions** (Appendix K)

FEEDBACK
Administrator completes the **Mid-Year Formative Feedback Form** (Appendix L)

MID-YEAR MEETING
Teacher and administrator meet to discuss goals and formative feedback

Self-Reflection

Student Surveys for Reflective Practice

Student surveys should be completed after students have had a chance to get to know their teacher (e.g., sometime after the first month of school and likely by mid-year). Ideally, the teacher would administer the student surveys before reflecting on and revising his or her goals in order to use information from the student surveys to inform that process. Student surveys might also be used at the end of the year. Student surveys that address the 41 elements of Domain 1 of the Marzano Teacher Evaluation Model are included in Appendix J. These surveys are designed specifically for primary, elementary, middle school, and high school students. It should be noted that the high school survey contains six questions for each of the 41 elements of the Marzano Teacher Evaluation Model (surveys at the lower levels include only one question per element). It is not intended that teachers will ask students to respond to all six questions for each element.

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Rather, a teacher should select the survey questions that are most appropriate for their individual growth goals and are likely to yield the most valuable feedback from students.

Goals

Goals—Reflections and Revisions (Appendix K) is intended to facilitate and support periodic reviews of the teacher's growth goals. Reviews of this sort might be completed in the middle of the year after receiving feedback from the administrator and students (e.g., informal observations, comprehensive observations, student surveys). It is the teacher's responsibility to prepare the reflection section for each goal area and then for the teacher and administrator to meet to discuss progress and to note in writing any necessary revisions in the action steps.

Feedback

The processes and formats of the appraisal of a teacher's performance are matters of district policies and, increasingly, state-specific legislation. The Marzano Teacher Evaluation Model and supporting document templates and guidelines for their utilization are precisely that—guidelines. They are offered as examples of the guidance and support teachers and their administrators need when pedagogical growth and development is the professional target.

The *Mid-Year Formative Feedback Form* (Appendix L) is designed to allow a teacher's administrator to provide narrative statements and ratings of performance in each of the nine "design questions" from *The Art and Science of Teaching* (Marzano, 2007). The *Mid-Year Formative Feedback Form* is typically completed by the administrator and given to the teacher at a mid-year conference. The teacher might also bring his or her goals to this meeting.

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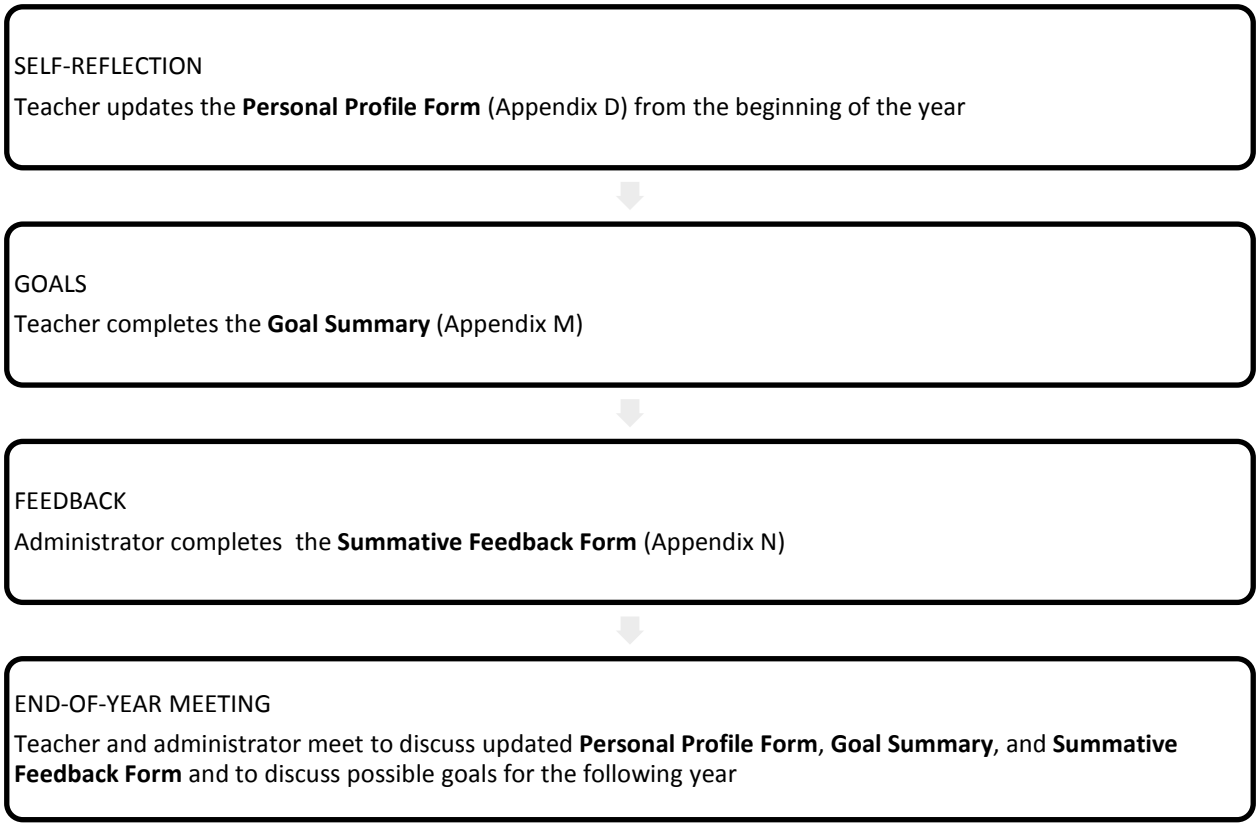
End of the Year



Self-Reflection

An important component of the end-of-year process is the teacher's updating of the *Personal Profile Form* (Appendix D) that was completed at the beginning of the year, with particular attention paid to the status of the elements of the framework selected for growth.

Goals

As a part of the gathering of artifacts and evidence of growth, the teacher completes the *Goal Summary* (Appendix M) to assist in the documentation of progress in the targeted growth areas. The *Goal Summary* is meant to be completed at the end of the school year, usually after the final reflection.

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Feedback

The *Summative Feedback Form* (Appendix N), like the *Mid-Year Formative Feedback Form*, is designed to allow a teacher's administrator to provide narrative statements and ratings of performance in each of the nine "design questions" from *The Art and Science of Teaching* (Marzano, 2007). The *Summative Feedback Form* is completed by the administrator and given to the teacher during their final meeting of the year.

End-of-Year Meeting

The teacher typically completes the *Goal Summary* (Appendix M) and updates the *Personal Profile Form* (Appendix D) before this final meeting so that those documents and the *Summative Feedback Form* (Appendix N) may be reviewed together.

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Appendix A:

Marzano Teacher Evaluation Model

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Domain 1: Classroom Strategies and Behaviors

Routine Segments

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

1. Providing clear learning goals and scales to measure those goals
2. Tracking student progress
3. Celebrating student success

Design Question: What will I do to establish and maintain classroom routines?

4. Establishing classroom routines
5. Organizing the physical layout of the classroom for learning

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Content Segments

Design Question: What will I do to help students effectively 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. Group processing of new information
11. Elaborating on new information
12. Recording and representing knowledge
13. Reflecting on learning

Design Question: What will I do to help students practice and deepen their understanding of 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

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

21. Organizing students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generating and testing
23. Providing resources and guidance

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On-the-Spot Segments

Design Question: What will I do to engage students?

24. Noticing and reacting when students are not engaged
25. Using academic games
26. Managing response rates during questioning
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

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?

33. Demonstrating "withitness"
34. Applying consequences
35. Acknowledging adherence to rules and procedures

Design Question: What will I do to establish and maintain effective relationships with students?

36. Understanding students' interests and background
37. Using behaviors that indicate affection for students
38. Displaying objectivity and control

Design Question: What will I do to communicate 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

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Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

1. Planning and preparing for effective scaffolding of information within lessons
2. Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of content
3. Planning and preparing for appropriate attention to established content standards

Planning and Preparing for Use of Materials and Technology

4. Planning and preparing for the use of available materials for upcoming units and lessons (e.g., manipulatives, videos)
5. Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers

Planning and Preparing for Special Needs of Students

6. Planning and preparing for the needs of English language learners
7. Planning and preparing for the needs of special education students
8. Planning and preparing for the needs of students who come from home environments that offer little support for schooling

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Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying specific areas of pedagogical strength and weakness within Domain 1
2. Evaluating the effectiveness of individual lessons and units
3. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socioeconomic groups, different ethnic groups)

Developing and Implementing a Professional Growth and Development Plan

4. Developing a written growth and development plan
5. Monitoring progress relative to the professional growth and development plan

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Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting positive interactions about colleagues
2. Promoting positive interactions about students and parents

Promoting Exchange of Ideas and Strategies

3. Seeking mentorship for areas of need or interest
4. Mentoring other teachers and sharing ideas and strategies

Promoting District and School Development

5. Adhering to district and school rules and procedures
6. Participating in district and school initiatives

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Appendix B:

Teacher Scales for Reflective Practice

(Domain 1)

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Domain 1: Routine Lesson Segments

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

1. What do I typically do to provide clear learning goals and scales (rubrics)?	
The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.	
Teacher Evidence □ Teacher has a learning goal posted so 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and I monitor students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Routine Lesson Segments

2. What do I typically do to track 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 students track their individual progress on the learning goal. □ Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal. □ Teacher uses formal and informal means to assign scores to students. □ 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Tracking student progress	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment, and I monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Routine Lesson Segments

3. What do I typically do to celebrate 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** □ Students show signs of pride regarding their accomplishments in the class. □ When asked, students say they want to continue to make progress.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Celebrating success	I adapt and create new strategies for unique student needs and situations.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, and I monitor the extent to which students are motivated to enhance their status.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Routine Lesson Segments

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

4. What do I typically do to establish and maintain classroom rules and procedures?	
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 from the teacher. □ Students regulate their own behavior.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Establishing and maintaining classroom rules and procedures	I adapt and create new strategies for unique student needs and situations.	I establish and review expectations regarding rules and procedures, and I monitor the extent to which students understand the rules and procedures.	I establish and review expectations regarding rules and procedures, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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5. What do I typically do to organize 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 bulletin boards. □ Students can easily focus on instruction.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Organizing the physical layout of the classroom	I adapt and create new strategies for unique student needs and situations.	I organize the physical layout of the classroom to facilitate movement and focus on learning, and I monitor the impact of the environment on student learning.	I organize the physical layout of the classroom to facilitate movement and focus on learning, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

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

6. What do I typically do to identify 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Identifying critical information	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus noncritical, and I monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus noncritical, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

7. What do I typically do to organize 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: • Pairs • Triads • Small groups up to about five students	**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

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Organizing students to interact with new knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into small groups to facilitate the processing of new knowledge, and I monitor group processing.	I organize students into small groups to facilitate the processing of new knowledge, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

8. What do I typically do to preview 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 of what they already know about the topic. □ Teacher provides an advance organizer: • Outline • Graphic organizer □ Teacher has students brainstorm. □ Teacher uses an anticipation guide. □ Teacher uses a motivational hook or launching activity: • Anecdotes • Short selection from video □ Teacher uses a word splash activity to connect vocabulary to upcoming content. □ When necessary, the teacher reteaches basic information or skills.	**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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Previewing new content	I adapt and create new strategies for unique student needs and situations.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, and I monitor the extent to which students are making linkages.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

9. What do I typically do to chunk content into "digestible bites"?	
Based on student needs, the teacher breaks the content into small chunks (that is, "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, the teacher pauses the video at key junctures. □ During 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Chunking content into "digestible bites"	I adapt and create new strategies for unique student needs and situations.	I break input experiences into small chunks based on student needs, and I monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on student needs, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

10. What do I typically do to help students process 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students process new information	I adapt and create new strategies for unique student needs and situations.	I engage students in summarizing, predicting, and questioning activities, and I monitor the extent to which the activities enhance students' understanding.	I engage students in summarizing, predicting, and questioning activities, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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11. What do I typically do to help students elaborate 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students elaborate on new information	I adapt and create new strategies for unique student needs and situations.	I engage students in answering inferential questions, and I monitor the extent to which students elaborate on what was explicitly taught.	I engage students in answering inferential questions, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

12. What do I typically do to help students record and represent 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 the main points of the lesson.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students record and represent knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, and I monitor the extent to which this enhances students' understanding.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

13. What do I typically do to help students reflect on their 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students reflect on their learning	I adapt and create new strategies for unique student needs and situations.	I engage students in reflecting on their own learning and the learning process, and I monitor the extent to which students self-assess their understanding and effort.	I engage students in reflecting on their own learning and the learning process, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

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

14. What do I typically do to review 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 □ When necessary, the teacher reteaches basic information or skills.	**Student Evidence** □ When asked, students can describe the previous content on which the new lesson is based. □ Student responses to class activities indicate that they recall previous content.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Reviewing content	I adapt and create new strategies for unique student needs and situations.	I engage students in a brief review of content that highlights the critical information, and I monitor the extent to which students can recall and describe previous content.	I engage students in a brief review of content that highlights the critical information, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

15. What do I typically do to organize 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 such as the following: • Asking each other questions • Obtaining feedback from their peers

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Organizing students to practice and deepen knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to practice and deepen their knowledge, and I monitor the extent to which the group work extends their learning.	I organize students into groups to practice and deepen their knowledge, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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16. What do I typically do to use 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Using homework	I adapt and create new strategies for unique student needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, and I monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

17. What do I typically do to help students examine 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: • Asks students to summarize what they have learned from the activity • Asks 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 they have deepened their understanding. □ When asked, students can explain similarities and differences. □ Student artifacts indicate they can identify similarities and differences.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students examine similarities and differences	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine similarities and differences, and I monitor the extent to which the students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine similarities and differences, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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18. What do I typically do to help students examine 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 such as: • Faulty logic • Attack • Weak reference • Misinformation □ Teacher asks students to examine the strength of support presented for a claim by looking for the following: • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim □ Teacher asks students to examine claims to determine if they contain statistical limitations involving regression, conjunction, base rates, extrapolation, or the cumulative nature of risk.	**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. □ When asked, students can describe common statistical errors.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students examine errors in reasoning	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, and I monitor the extent to which students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

19. What do I typically do to help students practice 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, such as the following: • 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students practice skills, strategies, and processes	I adapt and create new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, I engage students in practice activities, and I monitor the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, I engage students in practice activities, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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20. What do I typically do to help students revise 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. □ 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students revise knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in revision of previous content, and I monitor the extent to which these revisions deepen students' understanding.	I engage students in revision of previous content, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

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

21. What do I typically do to organize 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Organizing students for cognitively complex tasks	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to facilitate working on cognitively complex tasks, and I monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize students into groups to facilitate working on cognitively complex tasks, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?	
The teacher engages students in complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks) 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 tasks.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	I adapt and create new strategies for unique student needs and situations.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), and I monitor the extent to which students are generating and testing hypotheses.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: Content Lesson Segments

23. What do I typically do to provide resources and guidance?	
The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	
Teacher Evidence □ Teacher asks students to provide support for their claims. □ Teacher asks students to examine their claims for errors in reasoning or statistical limitations. □ Teacher makes himself or herself available to students who need guidance or resources by doing the following: • Circulating around the room • Providing easy access to himself or herself □ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks. □ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.	**Student Evidence** □ Students provide grounds, backing, and qualifiers to support their claims. □ Students find and correct errors or limitations in their claims. □ 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 for hypothesis generation and testing tasks.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Providing resources and guidance	I adapt and create new strategies for unique student needs and situations.	I act as a guide and resource provider as students engage in cognitively complex tasks, and I monitor the extent to which students request and use guidance and resources.	I act as a guide and resource provider as students engage in cognitively complex tasks, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

Design Question: What will I do to engage students?

24. What do I typically do to notice when students are not engaged?	
The teacher scans the room, making note of when students are not engaged and taking 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Noticing when students are not engaged	I adapt and create new strategies for unique student needs and situations.	I scan the room, making note of when students are not engaged and taking action, and I monitor the extent to which students re-engage.	I scan the room, making note of when students are not engaged and taking action, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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25. What do I typically do to use academic games?	
The teacher uses academic games and inconsequential competition to maintain student engagement.	
Teacher Evidence □ Teacher uses structured game formats such as: • What Is the Question? • Name That Category • Talk a Mile a Minute • Classroom Feud □ Teacher develops impromptu games, such as making a game out of guessing which answer might be correct for a given question. □ Teacher uses inconsequential 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Using academic games	I adapt and create new strategies for unique student needs and situations.	I use academic games and inconsequential competition to maintain student engagement, and I monitor the extent to which students focus on the academic content of the game.	I use academic games and inconsequential competition to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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26. What do I typically do to manage 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 respond to questions the teacher poses. □ When asked, students can describe their thinking about specific questions the teacher poses.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Managing response rates	I adapt and create new strategies for unique student needs and situations.	I use response-rate techniques to maintain student engagement in questions, and I monitor the extent to which the techniques keep students engaged.	I use response-rate techniques to maintain student engagement in questions, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

27. What do I typically do to use physical movement?	
The teacher uses physical movement to maintain student engagement.	
Teacher Evidence □ Teacher has students stand up and stretch or do related activities when their energy is low. □ Teacher uses activities that require students to physically move to respond to questions, such as: • Vote with your feet • Corners activity □ Teacher has students physically act out or model content to increase energy and engagement. □ Teacher uses give one, get one activities that require students to move about the room.	**Student Evidence** □ Students engage in the physical activities the teacher designs. □ When asked, students can explain how the physical movement keeps their interest and helps them learn.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Using physical movement	I adapt and create new strategies for unique student needs and situations.	I use physical movement to maintain student engagement, and I monitor the extent to which these activities enhance student engagement.	I use physical movement to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

28. What do I typically do to maintain 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 (speeds up or slows down).	**Student Evidence** □ Students quickly adapt to transitions and re-engage when a new activity begins. □ When asked about the pace of the class, students describe it as neither too fast nor too slow.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Maintaining a lively pace	I adapt and create new strategies for unique student needs and situations.	I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.	I use pacing techniques to maintain students' engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

29. What do I typically do to demonstrate 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 with the following: • Physical gestures • Voice tone • Dramatization of information □ Teacher overtly adjusts the 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Demonstrating intensity and enthusiasm	I adapt and create new strategies for unique student needs and situations.	I demonstrate intensity and enthusiasm for the content in a variety of ways, and I monitor the extent to which students' engagement increases.	I demonstrate intensity and enthusiasm for the content in a variety of ways, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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30. What do I typically do to use 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Using friendly controversy	I adapt and create new strategies for unique student needs and situations.	I use friendly controversy techniques to maintain student engagement, and I monitor the effect on students' engagement.	I use friendly controversy techniques to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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31. What do I typically do to provide 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 explain 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Providing opportunities for students to talk about themselves	I adapt and create new strategies for unique student needs and situations.	I provide students with opportunities to relate what is being addressed in class to their personal interests, and I monitor the extent to which these activities enhance student engagement.	I provide students with opportunities to relate what is being addressed in class to their personal interests, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

32. What do I typically do to present 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. □ Teacher tells stories that are related to 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Presenting unusual or intriguing information	I adapt and create new strategies for unique student needs and situations.	I use unusual or intriguing information about the content, and I monitor the extent to which this information enhances students' interest in the content.	I use unusual or intriguing information about the content, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. What do I typically do to demonstrate "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 as someone who "has eyes in the back of his or her head."

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Demonstrating "withitness"	I adapt and create new strategies for unique student needs and situations.	I use behaviors associated with "withitness," and I monitor the effect on students' behavior.	I use behaviors associated with "withitness," but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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34. What do I typically do to apply consequences for lack of adherence to rules and procedures?	
The teacher consistently and fairly applies consequences for not following rules and procedures.	
Teacher Evidence □ Teacher provides nonverbal signals when students' behavior is not appropriate, such as: • Eye contact • Proximity • Tap on the desk • Shaking head "no" □ Teacher provides verbal signals when students' behavior is not appropriate, such as: • Telling students to stop • Telling students that their behavior is in violation of a rule or procedure □ Teacher uses group contingency consequences when appropriate (that is, the whole group must demonstrate a specific behavior). □ Teacher involves the home when appropriate (that is, he or she makes a call home to parents to help extinguish inappropriate behavior). □ Teacher uses direct cost consequences when appropriate (for example, a student must fix something he or she has broken).	**Student Evidence** □ Students cease inappropriate behavior when the teacher signals. □ Students accept consequences as part of the way class is conducted. □ When asked, students describe the teacher as fair in application of rules.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Applying consequences for lack of adherence to rules and procedures	I adapt and create new strategies for unique student needs and situations.	I apply consequences for not following rules and procedures consistently and fairly, and I monitor the extent to which rules and procedures are followed.	I apply consequences for not following rules and procedures consistently and fairly, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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35. What do I typically do to acknowledge 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, such as: • Smile • Nod of head • High five □ Teacher gives verbal cues that a rule or procedure has been followed, such as: • Thanking students for following a rule or procedure • Describing student behaviors that adhere to a 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, such as: • Certificate of merit • Token economies	**Student Evidence** □ Students appear appreciative of the teacher acknowledging their positive behavior. □ When asked, students describe the teacher as appreciative of their good behavior. □ The number of students adhering to rules and procedures increases.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Acknowledging adherence to rules and procedures	I adapt and create new strategies for unique student needs and situations.	I acknowledge adherence to rules and procedures consistently and fairly, and I monitor the extent to which my actions affect students' behavior.	I acknowledge adherence to rules and procedures consistently and fairly, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

Design Question: What will I do to establish and maintain effective relationships with students?

36. What do I typically do to understand 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 they are interested in. □ Teacher builds student interests into lessons.	**Student Evidence** □ When asked, students describe the teacher as someone who knows them and is interested in them. □ Students respond when the teacher demonstrates understanding of their interests and background. □ When asked, students say they feel accepted.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Understanding students' interests and background	I adapt and create new strategies for unique student needs and situations.	I use students' interests and background during interactions with students, and I monitor the sense of community in the classroom.	I use students' interests and background during interactions with students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?	
When appropriate, the teacher uses verbal and nonverbal behaviors that indicate affection 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 or nods at students when appropriate. □ Teacher puts a hand on students' shoulders when appropriate.	**Student Evidence** □ When asked, students describe the teacher as someone who cares for them. □ Students respond to the teacher's verbal interactions. □ Students respond to the teacher's nonverbal interactions.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Using verbal and nonverbal behaviors that indicate affection for students	I adapt and create new strategies for unique student needs and situations.	I use verbal and nonverbal behaviors that indicate affection for students, and I monitor the quality of relationships in the classroom.	I use verbal and nonverbal behaviors that indicate affection for students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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38. What do I typically do to display 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 or herself and in control of the class. □ When asked, students say that the teacher does not hold grudges or take things personally.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Displaying objectivity and control	I adapt and create new strategies for unique student needs and situations.	I behave in an objective and controlled manner, and I monitor the effect on the classroom climate.	I behave in an objective and controlled manner, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Domain 1: On-the-Spot Lesson Segments

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

39. What do I typically do to demonstrate 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 in the past. □ The teacher provides low-expectancy students with nonverbal indications that they are valued and respected, such as: • Making eye contact • Smiling • Making appropriate physical contact □ The teacher provides low-expectancy students with verbal indications that they are valued and respected, such as: • 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Demonstrating value and respect for low-expectancy students	I adapt and create new strategies for unique student needs and situations.	I exhibit behaviors that demonstrate value and respect for low-expectancy students, and I monitor the impact on low-expectancy students.	I exhibit behaviors that demonstrate value and respect for low-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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40. What do I typically do to ask 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' questions are answered at the same rate as high-expectancy students' questions. □ Teacher makes sure low-expectancy students are asked challenging 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Asking questions of low-expectancy students	I adapt and create new strategies for unique student needs and situations.	I ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, and I monitor the quality of participation of low-expectancy students.	I ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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41. What do I typically do to probe incorrect answers with low-expectancy students?	
The teacher probes incorrect answers of low-expectancy students in the same manner as he or 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.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Probing incorrect answers with low-expectancy students	I adapt and create new strategies for unique student needs and situations.	I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, and I monitor the level and quality of responses of low-expectancy students.	I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

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Appendix C:

Teacher Scales for Domains 2, 3, and 4

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Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

1. What do I typically do to plan and prepare for effective scaffolding of information within lessons?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	Within lessons, I organize content in such a way that each new piece of information clearly builds on the previous piece.	I scaffold the information but the relationship between elements is not made clear.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

2. What do I typically do to plan and prepare for lessons within a unit that progress toward a deep understanding and transfer of content?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I organize lessons within a unit so that students move from understanding to applying the content through authentic tasks.	I organize lessons within a unit so that students move from surface to deeper understanding of content but do not require students to apply the content in authentic ways.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

3. What do I typically do to plan and prepare for appropriate attention to established content standards?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I ensure that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	I ensure that lessons and units include the important content identified by the district but do not address the proper sequencing of content.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 2: Planning and Preparing

Planning and Preparing for Use of Materials and Technology

4. What do I typically do to plan and prepare for the use of available traditional materials for upcoming units and lessons (e.g., manipulatives, videos)?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I identify the available traditional materials that can enhance student understanding and the manner in which they will be used.	I identify the available traditional materials that can enhance student understanding but do not identify the manner in which they will be used.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

5. What do I typically do to plan and prepare for the use of available technologies such as interactive whiteboards, response systems, and computers?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I identify the available technologies that can enhance student understanding and the manner in which they will be used.	I identify the available technologies that can enhance student understanding but do not identify the manner in which they will be used.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 2: Planning and Preparing

Planning and Preparing for Special Needs of Students

6. What do I typically do to plan and prepare for the needs of English language learners?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I identify the needs of English language learners and the adaptations that will be made to meet these needs.	I identify the needs of English language learners but do not articulate the adaptations that will be made to meet these needs.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

7. What do I typically do to plan and prepare for the needs of special education students?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I identify the needs of special education students and the adaptations that will be made to meet these needs.	I identify the needs of special education students but do not articulate the adaptations that will be made to meet these needs.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

8. What do I typically do to plan and prepare for 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)
I am a recognized leader in helping others with this activity.	I identify the needs of students who come from home environments that do not support learning and the adaptations that will be made to meet these needs.	I identify the needs of student who come from home environments that do not support learning but do not articulate the adaptations that will be made to meet these needs.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. What do I typically do to identify specific areas of pedagogical strength and weakness within Domain 1?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I identify specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot.	I identify specific strategies and behaviors on which to improve but do not select the strategies and behaviors that are most useful for my development.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

2. What do I typically do to evaluate the effectiveness of individual lessons and units?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I determine how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	I determine how effective a lesson or unit was in terms of enhancing student achievement but do not accurately identify causes of success or failure.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

3. What do I typically do to evaluate the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socioeconomic groups, different ethnic groups)?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I determine the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identify the reasons for discrepancies.	I determine the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but do not accurately identify the reasons for discrepancies.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth and Development Plan

4. What do I typically do to develop a written growth and development plan?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I develop a written professional growth and development plan with milestones and timelines.	I develop a written professional growth and development plan but do not articulate clear milestones and timelines.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

5. What do I typically do to monitor progress relative to the professional growth and development plan?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I chart my progress on the professional growth and development plan using established milestones and timelines and make adaptations as needed.	I chart my progress on the professional growth and development plan using established milestones and timelines but do not make adaptations as needed.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. What do I typically do to promote positive interactions about colleagues?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I interact with other teachers in a positive manner and help extinguish negative conversations about other teachers.	I interact with other teachers in a positive manner but do not help extinguish negative conversations about other teachers.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

2. What do I typically do to promote positive interactions about students and parents?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I interact with students and parents in a positive manner and help extinguish negative conversations about students and parents.	I interact with students and parents in a positive manner but do not help extinguish negative conversations about students and parents.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 4: Collegiality and Professionalism

Promoting Exchange of Ideas and Strategies

3. What do I typically do to seek mentorship for areas of need or interest?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I seek help and mentorship from colleagues regarding specific classroom strategies and behaviors.	I seek help and mentorship from colleagues but not at a specific enough level to enhance my pedagogical skill.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

4. What do I typically do to mentor other teachers and share ideas and strategies?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I provide other teachers with help and input regarding classroom strategies and behaviors.	I provide other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Domain 4: Collegiality and Professionalism

Promoting District and School Development

5. What do I typically do to adhere to district and school rules and procedures?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I am aware of district and school rules and procedures and adhere to them.	I am aware of district and school rules and procedures but do not adhere to all of these rules and procedures.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

6. What do I typically do to participate in district and school initiatives?

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
I am a recognized leader in helping others with this activity.	I am aware of the district's and school's initiatives and participate in them in accordance with my talents and availability.	I am aware of the district's and school's initiatives but do not participate in them in accordance with my talents and availability.	I attempt to perform this activity but do not actually complete or follow through with these attempts.	I don't attempt to perform this activity.

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Appendix D:

Personal Profile Form

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Lesson Segments Involving Routine Events					
Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
1. What do I typically do to provide clear learning goals and scales (rubrics)?					
2. What do I typically do to track student progress?					
3. What do I typically do to celebrate success?					
Design Question: What will I do to establish and maintain classroom rules and procedures?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
4. What do I typically do to establish and maintain classroom rules and procedures?					
5. What do I typically do to organize the physical layout of the classroom?					

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Lesson Segments Addressing Content					
Design Question: What will I do to help students effectively interact with new knowledge?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
6. What do I typically do to identify critical information?					
7. What do I typically do to organize students to interact with new knowledge?					
8. What do I typically do to preview new content?					
9. What do I typically do to chunk content into "digestible bites"?					
10. What do I typically do to help students process new information?					
11. What do I typically do to help students elaborate on new information?					
12. What do I typically do to help students record and represent knowledge?					
13. What do I typically do to help students reflect on their learning?					

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Design Question: What will I do to help students practice and deepen their understanding of new knowledge?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
14. What do I typically do to review content?					
15. What do I typically do to organize students to practice and deepen knowledge?					
16. What do I typically do to use homework?					
17. What do I typically do to help students examine similarities and differences?					
18. What do I typically do to help students examine errors in reasoning?					
19. What do I typically do to help students practice skills, strategies, and processes?					
20. What do I typically do to help students revise knowledge?					
Design Question: What will I do to help students generate and test hypotheses about new knowledge?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
21. What do I typically do to organize students for cognitively complex tasks?					
22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?					
23. What do I typically do to provide resources and guidance?					

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Lesson Segments Enacted on the Spot					
Design Question: What will I do to engage students?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
24. What do I typically do to notice when students are not engaged?					
25. What do I typically do to use academic games?					
26. What do I typically do to manage response rates?					
27. What do I typically do to use physical movement?					
28. What do I typically do to maintain a lively pace?					
29. What do I typically do to demonstrate intensity and enthusiasm?					
30. What do I typically do to use friendly controversy?					
31. What do I typically do to provide opportunities for students to talk about themselves?					
32. What do I typically do to present unusual or intriguing information?					

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Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
33. What do I typically do to demonstrate "withitness"?					
34. What do I typically do to apply consequences for lack of adherence to rules and procedures?					
35. What do I typically do to acknowledge adherence to rules and procedures?					
Design Question: What will I do to establish and maintain effective relationships with students?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
36. What do I typically do to understand students' interests and backgrounds?					
37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?					
38. What do I typically do to display objectivity and control?					
Design Question: What will I do to communicate high expectations for all students?					
Element	**4 Innovating**	**3 Applying**	**2 Developing**	**1 Beginning**	**0 Not Using**
39. What do I typically do to demonstrate value and respect for low-expectancy students?					
40. What do I typically do to ask questions of low-expectancy students?					
41. What do I typically do to probe incorrect answers with low-expectancy students?					

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Appendix E:

Goal Setting Template

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Goal Setting Template

Teacher Name: _____ Date: _____

Domain 1: Routine Segments

Goal	
Action Steps	**Timeline**

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Domain 1: Content Segments

Goal	
Action Steps	**Timeline**

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Domain 1: On-the-Spot Segments

Goal	
Action Steps	**Timeline**

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Domain 2

Goal	
Action Steps	**Timeline**

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Goal Setting Template

Domain 3

Goal	
Action Steps	**Timeline**

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Domain 4

Goal	
Action Steps	**Timeline**

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Appendix F:

Comprehensive Observation

Pre-Conference Questions

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Comprehensive Observation Pre-Conference Questions

Teacher Name: _____ Pre-Conference Date: _____

Observation Date: _____

Evaluator Name:_____ Observation Time: _____

Domain 1: Routine Segments

Elements 1-3: What is/are the learning goal(s) for this lesson? Do you have a scale or rubric? If yes, please bring it with you to the conference.

Elements 4-5: Is there a need to introduce new procedures or change the physical layout of the classroom for this lesson?

Elements 4-5: What materials will you be using? Traditional? Technology?

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Domain 1: Content Segments

Elements 6-23: Is this lesson introducing, practicing and deepening, or applying new content? Will the lesson utilize more than one of the content design questions?

Elements 6-23: Which elements will you be using for this lesson to enhance student understanding?

Elements 6-23: Who are your students with special needs and what adjustments will you make to ensure their understanding of the lesson?

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Domain 1: On-the-Spot Segments

Elements 24-32: What strategies will you use to ensure student engagement?

Elements 39-41: In order for all students to participate, list the students who need to be encouraged and how you will involve them.

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Appendix G:

Comprehensive Observation Record

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Comprehensive Observation Record

Teacher Name: _____ Observation Date: _____

Observer Name: _____ Observation Time: _____

Class/Subject: _____ Grade Level: _____

Lesson Segments Involving Routine Events					
Design Question: 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
2. Tracking student progress (e.g., using formative assessments, the teacher helps students chart their individual and group progress on a learning goal)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
3. Celebrating student success (e.g., the teacher helps students acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					
Design Question: What will I do to establish and maintain classroom rules and procedures?					
4. Establishing classroom rules and procedures (e.g., the teacher reminds students of a rule or a procedure or establishes a new rule or procedure)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
5. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

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Comprehensive Observation Record

Lesson Segments Addressing Content					
Design Question: What will I do to help students effectively interact with new knowledge?					
6. Identifying critical information (e.g., the teacher provides cues as to which information is important)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
7. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
8. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
9. Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
10. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
11. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
12. Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use non-linguistic representations)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
13. Reflecting on learning (e.g., the teachers asks students to reflect on what they understand or what they are still confused about)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

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Comprehensive Observation Record

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

14. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
15. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
16. Using homework (e.g., the teacher uses homework for independent practice or to elaborate information)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
17. Examining similarities and differences (e.g., the teacher engages students in comparing, classifying, creating analogies and metaphors)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
18. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
19. Practicing skills, strategies, and processes (e.g., the teacher uses massed and distributed practice)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
20. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

Notes:

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Comprehensive Observation Record

Design Question: What will I do to help students generate and test hypotheses about new knowledge?					
21. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
22. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
23. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

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Comprehensive Observation Record

Lesson Segments Enacted on the Spot					
Design Question: What will I do to engage students?					
24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure multiple students respond to questions such as: response cards, response chanting, voting technologies)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
27. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about content)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
31. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
32. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

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Comprehensive Observation Record

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?					
33. Demonstrating "withitness" (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
34. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					
Design Question: What will I do to establish and maintain effective relationships with students?					
36. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
37. Using verbal and nonverbal behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

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Comprehensive Observation Record

Design Question: What will I do to communicate high expectations for all students?					
39. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
40. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
41. 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)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Notes:					

Generic Scale for Domain 1 Elements

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Target Element	Adapts and creates new strategies for unique student needs and situations.	Engages students in the strategy and monitors the extent to which it produces the desired outcome.	Engages students in the strategy with no significant errors or omissions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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Appendix H:

Comprehensive Observation

Post-Conference Questions

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Comprehensive Observation Post-Conference Questions

Teacher Name: _____ Post-Conference Date: _____

Observation Date: _____

Evaluator Name:_____ Observation Time: _____

Domain 1: Routine Segments

Elements 1-3: Did your learning goal(s) reflect the knowledge or information you wanted the students to know or be able to do? Did your scale or rubric give students a clear understanding of how they understood the content?

Elements 4-5: Were your materials appropriate for the lesson? Did the materials allow you to differentiate for the varied learning styles and abilities of all students?

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Domain 1: Content Segments

Elements 6-23: How well do you believe the content was delivered? Which elements worked the best?

Elements 6-23: How do you know the students understood the content? How and when will you reteach the content to those who need additional instruction?

Elements 6-23: Were the adjustments you made for your special needs students effective?

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Domain 1: On-the-Spot Segments

Elements 24-32: Were your strategies to engage students effective? What did you do to involve unengaged students in the lesson?

Elements 39-41: Was this lesson challenging for all students? How did you ensure that low-expectancy students were challenged?

What support do you need?

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Appendix I:

Informal Observation Record

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Informal Observation Record

Teacher Name: _____ Observation Date: _____

Observer Name: _____ Observation Time: _____

Class/Subject: _____ Grade Level: _____

Lesson Segments Involving Routine Events		
Design Question: 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	Notes	
2. Tracking student progress		
3. Celebrating student success		
Design Question What will I do to establish and maintain classroom rules and procedures?		
4. Establishing classroom rules and procedures	Notes	
5. Organizing the physical layout of the classroom for learning		

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Informal Observation Record

Lesson Segments Addressing Content		
Design Question: What will I do to help students effectively interact with new knowledge?		
6. Identifying critical information	Notes	
7. Organizing students to interact with new knowledge		
8. Previewing new content		
9. Chunking content into "digestible bites"		
10. Group processing of new information		
11. Elaborating on new information		
12. Recording and representing knowledge		
13. Reflecting on learning		

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Informal Observation Record

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?		
14. Reviewing content	Notes	
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		
Design Question: What will I do to help students generate and test hypotheses about new knowledge?		
21. Organizing students for cognitively complex tasks	Notes	
22. Engaging students in cognitively complex tasks involving hypothesis generating and testing		
23. Providing resources and guidance		

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Informal Observation Record

Lesson Segments Enacted on the Spot		
Design Question: What will I do to engage students?		
24. Noticing and reacting when students are not engaged	Notes	
25. Using academic games		
26. Managing response rates during questioning		
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		

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Informal Observation Record

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?		
33. Demonstrating "withitness"	**Notes**	
34. Applying consequences		
35. Acknowledging adherence to rules and procedures		
Design Question: What will I do to establish and maintain effective relationships with students?		
36. Understanding students' interests and backgrounds	**Notes**	
37. Using verbal and nonverbal behaviors that indicate affection for students		
38. Displaying objectivity and control		
Design Question: What will I do to communicate high expectations for all students?		
39. Demonstrating value and respect for low-expectancy students	**Notes**	
40. Asking questions of low-expectancy students		
41. Probing incorrect answers with low-expectancy students		

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Appendix J:

Student Surveys for Reflective Practice

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Primary Student Survey

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Primary Student Survey

Directions: The teacher should read each survey question aloud to students. For each question, the student should circle "Yes ☺" if they agree with the question and "No ☹" if they disagree with the question.

Learning Goals and Feedback

1. My teacher tells me what I am going to learn about.

Yes ☺ No ☹

2. My teacher tells me how well I am doing in class.

Yes ☺ No ☹

3. My teacher notices when I do well in class.

Yes ☺ No ☹

Rules and Procedures

4. My teacher tells me what the rules are for our classroom.

Yes ☺ No ☹

5. Our classroom is a good place to learn.

Yes ☺ No ☹

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New Information

6. My teacher tells me when I need to listen carefully because she's saying important things.

Yes ☺ No ☹

7. Sometimes we work in groups in my class.

Yes ☺ No ☹

8. My teacher helps me remember things I already know.

Yes ☺ No ☹

9. My teacher teaches us new things a little bit at a time.

Yes ☺ No ☹

10. My teacher helps me think about what I learn.

Yes ☺ No ☹

11. My teacher helps me explore new ideas.

Yes ☺ No ☹

12. My teacher lets me draw about what I learn.

Yes ☺ No ☹

13. My teacher asks me to think about what was going on inside my head while I was learning.

Yes ☺ No ☹

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Practicing and Deepening Knowledge

14. My teacher reminds me of what I already know.

Yes ☺ No ☹

15. In my class, students help each other learn.

Yes ☺ No ☹

16. My homework helps me learn.

Yes ☺ No ☹

17. In our class, we talk about how things are the same and different.

Yes ☺ No ☹

18. If I find a mistake, my teacher wants me to fix it.

Yes ☺ No ☹

19. My teacher helps me practice things.

Yes ☺ No ☹

20. If I get confused, my teacher helps me understand.

Yes ☺ No ☹

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Applying Knowledge

21. My teacher asks me to solve problems in teams.

Yes ☺ No ☹

22. My teacher asks me to make predictions and then find out if they are right.

Yes ☺ No ☹

23. My teacher will help me if I need it.

Yes ☺ No ☹

Engagement

24. My teacher notices if I'm bored.

Yes ☺ No ☹

25. My teacher makes school fun.

Yes ☺ No ☹

26. My teacher likes it when I answer questions and tell her what I think.

Yes ☺ No ☹

27. We move around a lot during class.

Yes ☺ No ☹

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28. We stay busy learning in my class.

Yes ☺ No ☹

29. My teacher is excited about learning.

Yes ☺ No ☹

30. It is okay if I disagree with other boys and girls as long as I don't hurt their feelings.

Yes ☺ No ☹

31. My teacher knows all about me.

Yes ☺ No ☹

32. My teacher knows a lot of cool and weird stuff.

Yes ☺ No ☹

Management

33. My teacher always knows what's going on in our classroom.

Yes ☺ No ☹

34. If a student breaks a rule, my teacher will give them consequences.

Yes ☺ No ☹

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35. If I follow the rules, my teacher notices and says “Good job!”

Yes ☺ No ☹

Relationships

36. My teacher wants to know more about me.

Yes ☺ No ☹

37. My teacher likes me.

Yes ☺ No ☹

38. My teacher never gets upset.

Yes ☺ No ☹

Expectations

39. My teacher believes that I can learn.

Yes ☺ No ☹

40. In our class, I have to answer hard questions.

Yes ☺ No ☹

41. My teacher asks me “Why?” after I answer a question.

Yes ☺ No ☹

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Elementary Student Survey

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Elementary Student Survey

Directions: Read each question and circle "I disagree," "I agree," or "I strongly agree." If you need help reading a question, raise your hand.

Learning Goals and Feedback

1. My teacher tells me what I am going to learn about.

   I disagree I agree I strongly agree

2. My teacher tells me how well I am doing in class.

   I disagree I agree I strongly agree

3. My teacher notices when I do well in class.

   I disagree I agree I strongly agree

Rules and Procedures

4. My teacher tells me what the rules are for our classroom.

   I disagree I agree I strongly agree

5. Our classroom is a good place to learn.

   I disagree I agree I strongly agree

New Information

6. My teacher tells me when I need to listen carefully because she's saying important things.

   I disagree I agree I strongly agree

7. Sometimes we work in groups in my class.

   I disagree I agree I strongly agree

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8. My teacher helps me remember things I already know.

I disagree I agree I strongly agree

9. My teacher teaches me new things a little bit at a time.

I disagree I agree I strongly agree

10. My teacher helps me think about what I learn.

I disagree I agree I strongly agree

11. My teacher helps me explore new ideas.

I disagree I agree I strongly agree

12. My teacher lets me draw about what I learn.

I disagree I agree I strongly agree

13. My teacher asks me to think about what was going on inside my head while I was learning.

I disagree I agree I strongly agree

Practicing and Deepening Knowledge

14. My teacher reminds me of what I already know.

I disagree I agree I strongly agree

15. In my class, students help each other learn.

I disagree I agree I strongly agree

16. My homework helps me learn.

I disagree I agree I strongly agree

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17. In our class, we talk about how things are the same and different.

I disagree I agree I strongly agree

18. If I find a mistake, my teacher wants me to fix it.

I disagree I agree I strongly agree

19. My teacher helps me practice things.

I disagree I agree I strongly agree

20. If I get confused, my teacher helps me understand.

I disagree I agree I strongly agree

Applying Knowledge

21. My teacher asks me to solve problems in teams.

I disagree I agree I strongly agree

22. My teacher asks me to make predictions and then find out if they are right.

I disagree I agree I strongly agree

23. My teacher will help me if I need it.

I disagree I agree I strongly agree

Engagement

24. My teacher notices if I'm bored.

I disagree I agree I strongly agree

25. My teacher makes school fun.

I disagree I agree I strongly agree

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26. My teacher likes it when I answer questions and tell her what I think.

I disagree I agree I strongly agree

27. We move around a lot during class.

I disagree I agree I strongly agree

28. We stay busy learning in my class.

I disagree I agree I strongly agree

29. My teacher is excited about learning.

I disagree I agree I strongly agree

30. It is okay if I disagree with other boys and girls as long as I don't hurt their feelings.

I disagree I agree I strongly agree

31. My teacher knows all about me.

I disagree I agree I strongly agree

32. My teacher knows a lot of cool and weird stuff.

I disagree I agree I strongly agree

Management

33. My teacher always knows what's going on in our classroom.

I disagree I agree I strongly agree

34. If a student breaks a rule, my teacher will give them consequences.

I disagree I agree I strongly agree

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35. If I follow the rules, my teacher notices and says “Good job!”

I disagree I agree I strongly agree

Relationships

36. My teacher wants to know more about me.

I disagree I agree I strongly agree

37. My teacher likes me.

I disagree I agree I strongly agree

38. My teacher never gets upset.

I disagree I agree I strongly agree

Expectations

39. My teacher believes that I can learn.

I disagree I agree I strongly agree

40. In our class, I have to answer hard questions.

I disagree I agree I strongly agree

41. My teacher asks me “Why?” after I answer a question.

I disagree I agree I strongly agree

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Middle School Student Survey

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Middle School Student Survey

Directions: For each question, circle "I disagree," "I agree," or "I strongly agree."

Learning Goals and Feedback

1. My teacher clearly communicates what I am supposed to be learning during lessons.

   I disagree I agree I strongly agree

2. My teacher helps me see how well I am doing during each unit.

   I disagree I agree I strongly agree

3. My teacher notices when I do well.

   I disagree I agree I strongly agree

Rules and Procedures

4. My teacher tells me how he or she expects me to behave in class.

   I disagree I agree I strongly agree

5. My classroom is organized for learning.

   I disagree I agree I strongly agree

New Information

6. My teacher tells me what information is most important.

   I disagree I agree I strongly agree

7. My teacher asks me to work in a group when I am learning new information.

   I disagree I agree I strongly agree

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8. My teacher helps me think about what I already know.

I disagree I agree I strongly agree

9. My teacher teaches me new information a little bit at a time.

I disagree I agree I strongly agree

10. My teacher gives me time to think about what I have learned.

I disagree I agree I strongly agree

11. My teacher helps me learn things that he or she didn't teach in class.

I disagree I agree I strongly agree

12. My teacher asks me to show my learning using pictures, charts, and diagrams.

I disagree I agree I strongly agree

13. My teacher asks questions that make me think about my learning.

I disagree I agree I strongly agree

Practicing and Deepening Knowledge

14. My teacher reminds me of what I already know.

I disagree I agree I strongly agree

15. My teacher expects students in this class to help each other learn.

I disagree I agree I strongly agree

16. My teacher gives me homework that helps me learn.

I disagree I agree I strongly agree

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17. My teacher asks me to think about how things are like each other and different from one another.

I disagree I agree I strongly agree

18. My teacher asks me to look for errors in the information I hear or read.

I disagree I agree I strongly agree

19. My teacher asks me to practice things over and over until I get good at them.

I disagree I agree I strongly agree

20. My teacher asks me to think about what I might have misunderstood or what I am still confused about.

I disagree I agree I strongly agree

Applying Knowledge

21. My teacher asks me to solve problems in teams.

I disagree I agree I strongly agree

22. My teacher asks me to make predictions and test them to see if they are true.

I disagree I agree I strongly agree

23. My teacher is always willing to help me and provide guidance.

I disagree I agree I strongly agree

Engagement

24. My teacher notices when I'm not interested in what he or she is teaching.

I disagree I agree I strongly agree

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25. My teacher makes learning interesting and fun.

I disagree I agree I strongly agree

26. My teacher wants everyone to participate in class discussions.

I disagree I agree I strongly agree

27. My teacher asks me to move around during class.

I disagree I agree I strongly agree

28. My teacher keeps class moving.

I disagree I agree I strongly agree

29. My teacher is excited about what he or she is teaching me.

I disagree I agree I strongly agree

30. My teacher encourages me to disagree with other students in a respectful way.

I disagree I agree I strongly agree

31. My teacher wants to know about me.

I disagree I agree I strongly agree

32. My teacher tells me interesting or unusual facts about what I am learning.

I disagree I agree I strongly agree

Management

33. My teacher knows about everything that happens in our classroom.

I disagree I agree I strongly agree

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34. My teacher gives consequences when students break the rules.

I disagree I agree I strongly agree

35. My teacher notices when I follow the rules.

I disagree I agree I strongly agree

Relationships

36. My teacher wants to know about the things I am interested in.

I disagree I agree I strongly agree

37. My teacher likes me.

I disagree I agree I strongly agree

38. My teacher is very self-controlled.

I disagree I agree I strongly agree

Expectations

39. My teacher thinks that I can succeed.

I disagree I agree I strongly agree

40. My teacher expects me to answer difficult questions.

I disagree I agree I strongly agree

41. My teacher asks me to explain the thinking behind my answers to questions.

I disagree I agree I strongly agree

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High School Student Survey

Note: The high school student survey includes six questions for each of the 41 elements of the Marzano Teacher Evaluation Model. It is not intended that teachers will ask students to respond to all six questions for each element. Rather, a teacher should select the survey questions that are most appropriate for their individual growth goals and are likely to yield the most valuable feedback from students.

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High School Student Survey

Directions: For each question, circle “I disagree,” “I agree,” or “I strongly agree.”

Learning Goals and Feedback

1.1: My teacher clearly communicates what I am supposed to be learning during lessons.

I disagree I agree I strongly agree

1.2: I know what level 2.0, 3.0, and 4.0 products and performances look like and sound like.

I disagree I agree I strongly agree

1.3: My teacher posts our class’ learning goal(s) and scale(s) in the classroom.

I disagree I agree I strongly agree

1.4: The things I do in class are designed to help me achieve the learning goal.

I disagree I agree I strongly agree

1.5: My teacher talks about the learning goal(s) and the scale(s) during almost every class.

I disagree I agree I strongly agree

1.6: My teacher asks me to create personal goals throughout the year.

I disagree I agree I strongly agree

2.1: My teacher helps me see how well I am doing during each unit.

I disagree I agree I strongly agree

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2.2: My teacher talks to me about what I need to do to move up to the next score level on each of our learning goals.

I disagree I agree I strongly agree

2.3: I know exactly how I am doing on our current learning goal(s) and can explain my progress to someone else.

I disagree I agree I strongly agree

2.4: I know how my class as a whole is progressing toward the learning goal.

I disagree I agree I strongly agree

2.5: My teacher scores my work fairly and my grades reflect my current levels of performance.

I disagree I agree I strongly agree

2.6: My teacher uses lots of different kinds of tests, activities, and assignments to assign scores.

I disagree I agree I strongly agree

3.1: My teacher notices when I do well.

I disagree I agree I strongly agree

3.2: My teacher recognizes me for my successes in class.

I disagree I agree I strongly agree

3.3: My teacher celebrates students who grow, regardless of their final score.

I disagree I agree I strongly agree

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3.4: My teacher celebrates the final status of the class as a whole.

I disagree I agree I strongly agree

3.5: My teacher tells my parents about my successes in class.

I disagree I agree I strongly agree

3.6: My teacher gives out certificates to recognize students' accomplishments.

I disagree I agree I strongly agree

Rules and Procedures

4.1: My teacher tells me how he or she expects me to behave in class.

I disagree I agree I strongly agree

4.2: My teacher clearly communicates rules and expectations for students.

I disagree I agree I strongly agree

4.3: If students aren't following the rules, our class talks about it and makes a plan to solve the problem.

I disagree I agree I strongly agree

4.4: My teacher asks students to help make classroom rules and procedures.

I disagree I agree I strongly agree

4.5: My teacher uses hand signals, gestures, or phrases to remind students to follow a rule.

I disagree I agree I strongly agree

4.6: My classroom is an orderly place.

I disagree I agree I strongly agree

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5.1: My classroom is organized for learning.

I disagree I agree I strongly agree

5.2: My classroom is well-organized; I don't trip over things and it doesn't feel crowded.

I disagree I agree I strongly agree

5.3: I can always see and hear the teacher, and I can see everything that he or she shows us during class.

I disagree I agree I strongly agree

5.4: I can find the materials that I need in my classroom.

I disagree I agree I strongly agree

5.5: The things that my teacher displays on the walls of my classroom help me learn.

I disagree I agree I strongly agree

5.6: When I come into my classroom, it makes me feel excited about learning.

I disagree I agree I strongly agree

New Information

6.1: My teacher tells me what information is most important.

I disagree I agree I strongly agree

6.2: I understand the vocabulary used in our classroom lessons.

I disagree I agree I strongly agree

6.3: My teacher tells me what information is most important for each learning goal.

I disagree I agree I strongly agree

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6.4: When my teacher is talking about important information, he or she looks and sounds excited.

I disagree I agree I strongly agree

6.5: I can explain why certain information is the most important.

I disagree I agree I strongly agree

6.6: When my teacher presents important information, I feel excited and ready to learn.

I disagree I agree I strongly agree

7.1: My teacher asks me to work in a group when I am learning new information.

I disagree I agree I strongly agree

7.2: When I am learning new information, I often work in a small group.

I disagree I agree I strongly agree

7.3: I know how I am expected to interact with other students in a group.

I disagree I agree I strongly agree

7.4: My teacher uses lots of different sizes and kinds of groups; sometimes we pick our own groups and sometimes he or she assigns us to groups.

I disagree I agree I strongly agree

7.5: When I work in a group, everyone acts respectfully.

I disagree I agree I strongly agree

7.6: I am comfortable sharing my opinion and asking questions in my group.

I disagree I agree I strongly agree

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8.1: My teacher helps me think about what I already know.

I disagree I agree I strongly agree

8.2: My teacher uses fun activities to help me talk about what I already know.

I disagree I agree I strongly agree

8.3: My teacher keeps track of and reminds me of what I already know.

I disagree I agree I strongly agree

8.4: My teacher uses video clips or stories to introduce new information.

I disagree I agree I strongly agree

8.5: If I don't understand basic information that is important for a lesson, my teacher goes back and teaches it to me again.

I disagree I agree I strongly agree

8.6: I try to predict what the teacher is going to say during a lesson.

I disagree I agree I strongly agree

9.1: My teacher teaches me new information a little bit at a time.

I disagree I agree I strongly agree

9.2: While teaching, my teacher stops and asks me to talk about what he or she just said.

I disagree I agree I strongly agree

9.3: My teacher talks for different amounts of time, depending on how much we already know about what he or she is saying.

I disagree I agree I strongly agree

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9.4: My teacher often stops in the middle of a video, story, or section of text to let us talk about it.

I disagree I agree I strongly agree

9.5: My teacher often checks in with me to see if I understand what he or she is saying.

I disagree I agree I strongly agree

9.6: I know what to do when my teacher asks me to talk to a partner or small group about what I have just learned.

I disagree I agree I strongly agree

10.1: My teacher gives me time to think about what I have learned.

I disagree I agree I strongly agree

10.2: My teacher asks me to summarize what I have learned.

I disagree I agree I strongly agree

10.3: My teacher asks me to explain things I've learned to other students.

I disagree I agree I strongly agree

10.4: My teacher often asks me to think of examples or nonexamples of concepts that we are learning.

I disagree I agree I strongly agree

10.5: I am comfortable making and sharing predictions about what I am learning.

I disagree I agree I strongly agree

10.6: I am comfortable asking questions if I don't understand something.

I disagree I agree I strongly agree

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11.1: My teacher helps me learn things that he or she didn't teach in class.

I disagree I agree I strongly agree

11.2: When I learn something new, my teacher asks me to think about aspects of the topic that he or she did not talk about in class.

I disagree I agree I strongly agree

11.3: My teacher asks me to explain my thinking.

I disagree I agree I strongly agree

11.4: My teacher asks me questions that help me explain my thinking.

I disagree I agree I strongly agree

11.5: My teacher asks me to solve problems do not have obvious solutions.

I disagree I agree I strongly agree

11.6: If I have to guess at the answer to a question, I make sure that I can explain my thinking.

I disagree I agree I strongly agree

12.1: My teacher asks me to show my learning using pictures, charts, and diagrams.

I disagree I agree I strongly agree

12.2: My teacher uses activities that help me draw, sketch, or otherwise show my learning (besides writing about it).

I disagree I agree I strongly agree

12.3: My teacher asks me to summarize what I have learned using graphic organizers, charts, diagrams, or pictographs.

I disagree I agree I strongly agree

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12.4: When I take notes, I often draw diagrams or pictures to show information.

I disagree I agree I strongly agree

12.5: My teacher helps me create mind pictures to organize and remember important information.

I disagree I agree I strongly agree

12.6: I can usually explain the main idea of a lesson.

I disagree I agree I strongly agree

13.1: My teacher asks questions that make me think about my learning.

I disagree I agree I strongly agree

13.2: My teacher asks me to think about what I have learned.

I disagree I agree I strongly agree

13.3: My teacher asks me to think about how I learn best.

I disagree I agree I strongly agree

13.4: My teacher asks me to think about how hard I tried during class.

I disagree I agree I strongly agree

13.5: My teacher asks me to think about what I am confused about.

I disagree I agree I strongly agree

13.6: I know what I can do to improve my learning.

I disagree I agree I strongly agree

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Practicing and Deepening Knowledge

14.1: My teacher reminds me of what I already know.

I disagree I agree I strongly agree

14.2: My teacher usually starts class by talking about what we already know.

I disagree I agree I strongly agree

14.3: My teacher summarizes what we have previously learned.

I disagree I agree I strongly agree

14.4: My teacher asks me to solve problems using information I have already learned.

I disagree I agree I strongly agree

14.5: My teacher asks questions that help me remember what I have already learned.

I disagree I agree I strongly agree

14.6: If I do not understand something that the teacher has already taught, the teacher explains it to me again.

I disagree I agree I strongly agree

15.1: My teacher expects students in this class to help each other learn.

I disagree I agree I strongly agree

15.2: My teacher asks me to work in a group to practice skills or to think about information that I have learned.

I disagree I agree I strongly agree

15.3: I understand why my teacher asks me to work with other students.

I disagree I agree I strongly agree

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15.4: When I work with others, my learning is better than when I work alone.

I disagree I agree I strongly agree

15.5: My teacher teaches me how to ask questions of the other people in my group.

I disagree I agree I strongly agree

15.6: My teacher teaches me how to give feedback to other students in my group.

I disagree I agree I strongly agree

16.1: My teacher gives me homework that helps me learn.

I disagree I agree I strongly agree

16.2: My teacher always has a good reason for giving homework.

I disagree I agree I strongly agree

16.3: My homework usually helps me practice a skill or explore information I learned in class.

I disagree I agree I strongly agree

16.4: My teacher always gives very clear instructions about homework.

I disagree I agree I strongly agree

16.5: My teacher always allows time for students to ask questions about the homework.

I disagree I agree I strongly agree

16.6: My teacher discusses completed homework assignments with the class.

I disagree I agree I strongly agree

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17.1: My teacher asks me to think about how things are like each other and different from one another.

I disagree I agree I strongly agree

17.2: My teacher often asks me to compare facts, details, objects, or events.

I disagree I agree I strongly agree

17.3: My teacher often asks me to put facts, details, objects, events, or vocabulary terms into groups.

I disagree I agree I strongly agree

17.4: My teacher often asks me to create analogies, metaphors, or similes.

I disagree I agree I strongly agree

17.5: After comparing or classifying, my teacher asks me to summarize what I learned by doing it.

I disagree I agree I strongly agree

17.6: After comparing or classifying, my teacher asks me to explain why I organized things the way I did.

I disagree I agree I strongly agree

18.1: My teacher asks me to look for errors in the information I hear or read.

I disagree I agree I strongly agree

18.2: My teacher encourages me to examine the information presented to me to see if I think it is true.

I disagree I agree I strongly agree

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18.3: I know the differences between errors of faulty logic, attack, weak reference, and misinformation and look for these types of errors in the media and in what I hear people say.

I disagree I agree I strongly agree

18.4: I can figure out if a conclusion is likely to be true by identifying its premises.

I disagree I agree I strongly agree

18.5: I can make claims and present grounds, backing, and qualifiers to support them.

I disagree I agree I strongly agree

18.6: When I speak or write, my reasoning is logical.

I disagree I agree I strongly agree

19.1: My teacher asks me to practice things over and over until I get good at them.

I disagree I agree I strongly agree

19.2: When I first learn a skill, my teacher gives me lots of practice activities that I can be successful at.

I disagree I agree I strongly agree

19.3: When I am already pretty good at a skill, my teacher gives me harder activities.

I disagree I agree I strongly agree

19.4: My teacher lets me practice a skill until I feel confident doing it.

I disagree I agree I strongly agree

19.5: If I can’t perform as skill by myself, my teacher helps me practice until I can.

I disagree I agree I strongly agree

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19.6: If I can perform a skill by myself, my teacher gives me activities that help me do it better and faster.

I disagree I agree I strongly agree

20.1: My teacher asks me to think about what I might have misunderstood in a lesson or what I am still confused about.

I disagree I agree I strongly agree

20.2: If I am confused about something, my teacher helps me figure out what is wrong.

I disagree I agree I strongly agree

20.3: I have an academic notebook.

I disagree I agree I strongly agree

20.4: I look at and correct previous entries in my academic notebook.

I disagree I agree I strongly agree

20.5: When we learn new information in class, my teacher explains how the new information might affect what we already know.

I disagree I agree I strongly agree

20.6: I can explain how my understanding of a topic changed over the course of a unit.

I disagree I agree I strongly agree

Applying Knowledge

21.1: My teacher asks me to solve problems in teams.

I disagree I agree I strongly agree

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21.2: I cooperate well with others in this class.

I disagree I agree I strongly agree

21.3: My teacher asks me to work in a group when I am generating and testing hypotheses.

I disagree I agree I strongly agree

21.4: Generating and testing hypotheses in a group helps me learn more than if I work by myself.

I disagree I agree I strongly agree

21.5: I understand how to participate when working with a group to generate and test a hypothesis.

I disagree I agree I strongly agree

21.6: When working in groups to generate and test hypotheses, students are respectful to one another.

I disagree I agree I strongly agree

22.1: My teacher asks me to make predictions and test them to see if they are true.

I disagree I agree I strongly agree

22.2: I know the difference between decision making tasks, problem solving tasks, experimental tasks, and investigation tasks.

I disagree I agree I strongly agree

22.3: My teacher asks me questions to help me figure out what kind of task is most appropriate for me.

I disagree I agree I strongly agree

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22.4: When I am working on a hypothesis generating and testing task, I can explain what my hypothesis is and what I am doing to test it.

I disagree I agree I strongly agree

22.5: The products that I make during hypothesis generating and testing tasks show that I have deepened my learning about a topic.

I disagree I agree I strongly agree

22.6: At the end of a hypothesis generating and testing task, I can explain if my hypothesis was proved or disproved and why.

I disagree I agree I strongly agree

23.1: My teacher is always willing to help me and provide guidance.

I disagree I agree I strongly agree

23.2: Even if the learning is difficult in this class, I know how to get help and learn something new.

I disagree I agree I strongly agree

23.3: My teacher has or will get the things I need to support my learning and work in class.

I disagree I agree I strongly agree

23.4: My teacher walks around the room while students are working and is always willing to help me when I need it.

I disagree I agree I strongly agree

23.5: My teacher asks me what I need to support my learning and offers resources that he or she thinks would be helpful.

I disagree I agree I strongly agree

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23.6: I feel comfortable telling the teacher when I need help or resources.

I disagree I agree I strongly agree

Engagement

24.1: My teacher notices when I'm not interested in what he or she is teaching.

I disagree I agree I strongly agree

24.2: My teacher makes learning interesting.

I disagree I agree I strongly agree

24.3: If students are bored, distracted, or not paying attention, my teacher notices and does something about it.

I disagree I agree I strongly agree

24.4: I look forward to class.

I disagree I agree I strongly agree

24.5: When my teacher asks me to pay attention, I do.

I disagree I agree I strongly agree

24.6: My teacher wants me to be excited about and interested in what we are learning.

I disagree I agree I strongly agree

25.1: My teacher makes learning interesting and fun.

I disagree I agree I strongly agree

25.2: My teacher uses games to review information or teach new material.

I disagree I agree I strongly agree

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25.3: When we play games or compete in class, it is in the spirit of fun.

I disagree I agree I strongly agree

25.4: Games make me feel included and important to my teammates.

I disagree I agree I strongly agree

25.5: When we play games in class, I feel excited and I want to win.

I disagree I agree I strongly agree

25.6: Whether my team wins or loses a game, I always have fun.

I disagree I agree I strongly agree

26.1: My teacher wants everyone to participate in class discussions.

I disagree I agree I strongly agree

26.2: My teacher calls on students randomly when he or she asks questions.

I disagree I agree I strongly agree

26.3: My teacher lets students talk to each other before answering questions.

I disagree I agree I strongly agree

26.4: My teacher gives me time to think before and while I am answering a question.

I disagree I agree I strongly agree

26.5: When my teacher asks a question, I think about how I would answer.

I disagree I agree I strongly agree

26.6: My teacher often asks students to explain their answer to a question.

I disagree I agree I strongly agree

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27.1: My teacher asks me to move around during class.

I disagree I agree I strongly agree

27.2: My teacher has us stretch our bodies so that we feel full of energy.

I disagree I agree I strongly agree

27.3: My teacher asks me to act out what I am learning.

I disagree I agree I strongly agree

27.4: I never stay in my seat for a whole class; the teacher always asks us to get up and move around at some point.

I disagree I agree I strongly agree

27.5: I learn better when I get the chance to move around during class.

I disagree I agree I strongly agree

27.6: Students in my class know how to move around without getting off task or noisy.

I disagree I agree I strongly agree

28.1: My teacher keeps class moving.

I disagree I agree I strongly agree

28.2: Class never seems to drag.

I disagree I agree I strongly agree

28.3: When we move from whole-group teaching to small group work or other activities, it doesn't take very long to switch.

I disagree I agree I strongly agree

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28.4: My teacher can speed up or slow down class when it is necessary.

I disagree I agree I strongly agree

28.5: When we switch activities in class, my teacher explains very clearly how to finish one activity, go to the next one, and start it.

I disagree I agree I strongly agree

28.6: The pace of my class is not too fast or too slow; it is just right.

I disagree I agree I strongly agree

29.1: My teacher is excited about what he or she is teaching me.

I disagree I agree I strongly agree

29.2: My teacher likes teaching.

I disagree I agree I strongly agree

29.3: My teacher tells stories from his or her life about what I am learning.

I disagree I agree I strongly agree

29.4: When my teacher teaches, he or she moves around, smiles, and uses gestures to explain things.

I disagree I agree I strongly agree

29.5: My teacher knows when to be excited and when to be calmer.

I disagree I agree I strongly agree

29.6: My teacher thinks that the information he or she teaches is interesting.

I disagree I agree I strongly agree

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30.1: My teacher encourages me to disagree with other students in a respectful way.

I disagree I agree I strongly agree

30.2: My teacher asks us to talk about our opinions in class.

I disagree I agree I strongly agree

30.3: My teacher is comfortable with respectful disagreement.

I disagree I agree I strongly agree

30.4: I never feel threatened or disrespected because of my thoughts, ideas, and opinions.

I disagree I agree I strongly agree

30.5: My teacher encourages me to question my opinions and other people's opinions.

I disagree I agree I strongly agree

30.6: It is okay for me to disagree with my teacher or my classmates.

I disagree I agree I strongly agree

31.1: My teacher wants to know about me.

I disagree I agree I strongly agree

31.2: My teacher provides opportunities to learn about different careers and education beyond high school.

I disagree I agree I strongly agree

31.3: My teacher asks me questions about my interests and activities.

I disagree I agree I strongly agree

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31.4: My teacher knows what I am interested in.

I disagree I agree I strongly agree

31.5: My teacher wants me to understand how school connects to my life and interests.

I disagree I agree I strongly agree

31.6: The things I learn in class are applicable to the real-world.

I disagree I agree I strongly agree

32.1: My teacher tells me interesting or unusual facts about what I am learning.

I disagree I agree I strongly agree

32.2: My teacher tells me interesting or unusual stories about what I am learning.

I disagree I agree I strongly agree

32.3: The unusual information that my teacher tells me helps me feel interested in what I am learning.

I disagree I agree I strongly agree

32.4: The interesting information that my teacher tells me helps me remember what we are learning.

I disagree I agree I strongly agree

32.5: My teacher asks me to find unusual or interesting information and facts about what I am learning.

I disagree I agree I strongly agree

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32.6: My teacher often invites people from the community to come and talk to us about their experiences related to what we are studying.

I disagree I agree I strongly agree

Management

33.1: My teacher knows about everything that happens in our classroom.

I disagree I agree I strongly agree

33.2: My teacher is able to manage discipline while maintaining the focus of the lesson.

I disagree I agree I strongly agree

33.3: My teacher makes eye contact with me while he or she teaches.

I disagree I agree I strongly agree

33.4: If a student isn't doing what they are supposed to be doing, the teacher deals with it quickly and unobtrusively.

I disagree I agree I strongly agree

33.5: My teacher has "eyes in the back of his (or her) head."

I disagree I agree I strongly agree

33.6: My teacher always knows what is going on in the classroom.

I disagree I agree I strongly agree

34.1: My teacher gives consequences when students break the rules.

I disagree I agree I strongly agree

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34.2: Inappropriate behavior is not tolerated in my class.

I disagree I agree I strongly agree

34.3: When a teacher lets a student know they are breaking a rule, they stop.

I disagree I agree I strongly agree

34.4: My teacher will contact my parents if I misbehave in class.

I disagree I agree I strongly agree

34.5: If I break something or hurt someone, I have to compensate for what I did.

I disagree I agree I strongly agree

34.6: My teacher is fair.

I disagree I agree I strongly agree

35.1: My teacher notices when I follow the rules.

I disagree I agree I strongly agree

35.2: When I follow the rules, my teacher notices and recognizes me for it.

I disagree I agree I strongly agree

35.3: My teacher talks about students who are following the rules.

I disagree I agree I strongly agree

35.4: My teacher lets my parents know when I follow the rules in class.

I disagree I agree I strongly agree

35.5: My teacher gives rewards for following the rules.

I disagree I agree I strongly agree

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35.6: Most of the students in my class follow the rules.

I disagree I agree I strongly agree

Relationships

36.1: My teacher wants to know about the things I am interested in.

I disagree I agree I strongly agree

36.2: My teacher knows what my life is like outside of school.

I disagree I agree I strongly agree

36.3: I feel accepted and safe at school.

I disagree I agree I strongly agree

36.4: My teacher asks me about my activities outside of school.

I disagree I agree I strongly agree

36.5: My teacher greets me every day and asks me how I am doing.

I disagree I agree I strongly agree

36.6: My teacher thinks I am interesting.

I disagree I agree I strongly agree

37.1: My teacher likes me.

I disagree I agree I strongly agree

37.2: My teacher cares about me.

I disagree I agree I strongly agree

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37.3: My teacher gives me compliments about my accomplishments.

I disagree I agree I strongly agree

37.4: My teacher smiles a lot.

I disagree I agree I strongly agree

37.5: My teacher makes me feel welcome in class.

I disagree I agree I strongly agree

37.6: I like talking to my teacher.

I disagree I agree I strongly agree

38.1: My teacher is very self-controlled.

I disagree I agree I strongly agree

38.2: Even when students try to provoke him or her, my teacher doesn't get upset.

I disagree I agree I strongly agree

38.3: My teacher doesn't take things personally.

I disagree I agree I strongly agree

38.4: My teacher doesn't hold grudges.

I disagree I agree I strongly agree

38.5: Even though my teacher is friendly, I know that he or she has authority in the classroom.

I disagree I agree I strongly agree

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38.6: I feel calm and settled because my teacher is in control of the class.

I disagree I agree I strongly agree

Expectations

39.1: My teacher thinks that I can succeed.

I disagree I agree I strongly agree

39.2: Even if the lessons are difficult in my class, I know I can do the work and learn something new.

I disagree I agree I strongly agree

39.3: My teacher treats all students with an equal level of respect.

I disagree I agree I strongly agree

39.4: My teacher expects all students to succeed.

I disagree I agree I strongly agree

39.5: My teacher doesn't have favorites.

I disagree I agree I strongly agree

39.6: Students in my class are not allowed to make negative comments about any other student.

I disagree I agree I strongly agree

40.1: My teacher expects me to answer difficult questions.

I disagree I agree I strongly agree

40.2: The teacher of this class encourages me to do my best.

I disagree I agree I strongly agree

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40.3: My teacher asks difficult questions of all students.

I disagree I agree I strongly agree

40.4: My teacher expects everyone to participate in class discussions.

I disagree I agree I strongly agree

40.5: My teacher expects everyone to answer difficult questions.

I disagree I agree I strongly agree

40.6: My teacher always answers students' questions.

I disagree I agree I strongly agree

41.1: My teacher asks me to explain the thinking behind my answers to questions.

I disagree I agree I strongly agree

41.2: The teacher doesn't let me give up when the work gets hard in this class.

I disagree I agree I strongly agree

41.3: If I answer a question incorrectly, my teacher helps me go back and think about why my answer was wrong.

I disagree I agree I strongly agree

41.4: My teacher is willing to phrase questions differently to help me understand them.

I disagree I agree I strongly agree

41.5: My teacher expresses appreciation when I answer a question.

I disagree I agree I strongly agree

41.6: If I don't understand a question, my teacher will break it into smaller parts.

I disagree I agree I strongly agree

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Appendix K:

Goals—Reflections and Revisions

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Goals—Reflections and Revisions

Teacher Name: _____ Date: _____

Domain 1: Routine Segments

Reflection
Revisions

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Domain 1: Content Segments

Reflection
Revisions

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Domain 1: On-the-Spot Segments

Reflection
Revisions

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Domains 2, 3, and 4

Reflection
Revisions

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Appendix L:

Mid-Year Formative Feedback Form

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Teacher Name: _____ Position: _____

Evaluator Name:_____ School Year: _____

Data Sources

This feedback is based, in part, on observations and conferences conducted on the following dates:

Observation Date(s)	Conference Date(s)
_____	_____
_____	_____
_____	_____
_____	_____

In addition to observations, relevant sources of documentation of performance may be cited.

Other data sources include:

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Stages of Teacher Development

It is recognized that there are stages of teacher development and the purpose of an evaluation system is to give teachers feedback so they may continue to improve and advance through the stages. Below are the stages and general guidelines:

Initial Status Teacher	Has a minimum score of 1 on all elements of Domain 1. Ranks in the bottom one-third of the distribution of value-added achievement.
Professional Teacher	Has minimum scores of 2 and a majority of scores at level 3 in Domain 1. Ranks between the 34th and 84th percentile on value-added achievement.
Mentor Teacher	Has scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements. Ranks above 84th percentile on value-added achievement.
Master Teacher	Has scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements. Ranks above 98th percentile on value-added achievement.

Numerical scores on the *Mid-Year Formative Feedback Form* represent the following levels of performance:

4.0: Innovating **3.0: Applying** **2.0: Developing** **1.0: Beginning**

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Mid-Year Formative Feedback Form

Lesson Segments Involving Routine Events

Elements 1-3: Learning Goals, Tracking Student Progress, and Celebrating Success

4.0 3.5 3.0 2.5 2.0 1.5 1.0

Elements 4-5: Rules and Procedures

4.0 3.5 3.0 2.5 2.0 1.5 1.0

Elements of strength and elements in need of improvement:

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Mid-Year Formative Feedback Form

Lesson Segments Addressing Content	
Elements 6-13: New Content	4.0 3.0 2.0 1.0 3.5 2.5 1.5
Elements 14-20: Practice and Deepen	4.0 3.0 2.0 1.0 3.5 2.5 1.5
Elements 21-23: Generating and Testing Hypotheses	4.0 3.0 2.0 1.0 3.5 2.5 1.5

Elements of strength and elements in need of improvement:

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Mid-Year Formative Feedback Form

Lesson Segments Enacted on the Spot	
Elements 24-32: Engagement	4.0 3.0 2.0 1.0 3.5 2.5 1.5
Elements 33-35: Adherence to Rules and Procedures	4.0 3.0 2.0 1.0 3.5 2.5 1.5
Elements 36-38: Student/Teacher Relationships	4.0 3.0 2.0 1.0 3.5 2.5 1.5
Elements 39-41: High Expectations	4.0 3.0 2.0 1.0 3.5 2.5 1.5

Elements of strength and elements in need of improvement:

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Mid-Year Formative Feedback Form

Domains 2, 3, and 4	
Domain 2: Planning and Preparing	
Domain 3: Reflecting on Teaching	
Domain 4: Collegiality and Professionalism	

Elements of strength and elements in need of improvement:

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Mid-Year Formative Feedback Form

Plan for Growth

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Appendix M:

Goal Summary

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Goal Summary

Teacher Name: _____ Date: _____

Domain 1: Routine Segments

Summary

Domain 1: Content Segments

Summary

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Goal Summary

Domain 1: On-the-Spot Segments

Summary

Domains 2, 3, and 4

Summary

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Appendix N:

Summative Feedback Form

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Teacher Name: _____ Position: _____

Evaluator Name:_____ School Year: _____

Data Sources

This feedback is based, in part, on observations and conferences conducted on the following dates:

Observation Date(s)	Conference Date(s)
_____	_____
_____	_____
_____	_____
_____	_____

In addition to observations, relevant sources of documentation of performance may be cited.

Other data sources include:

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Stages of Teacher Development

It is recognized that there are stages of teacher development and the purpose of an evaluation system is to give teachers feedback so they may continue to improve and advance through the stages. Below are the stages and general guidelines:

Initial Status Teacher	Has a minimum score of 1 on all elements of Domain 1. Ranks in the bottom one-third of the distribution of value-added achievement.
Professional Teacher	Has minimum scores of 2 and a majority of scores at level 3 in Domain 1. Ranks between the 34th and 84th percentile on value-added achievement.
Mentor Teacher	Has scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements. Ranks above 84th percentile on value-added achievement.
Master Teacher	Has scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements. Ranks above 98th percentile on value-added achievement.

Numerical scores on the *Mid-Year Formative Feedback Form* represent the following levels of performance:

4.0: Innovating **3.0: Applying** **2.0: Developing** **1.0: Beginning**

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Summative Feedback Form

Lesson Segments Involving Routine Events

Elements 1-3: Learning Goals, Tracking Student Progress, and Celebrating Success

4.0	3.5	3.0	2.5	2.0	1.5	1.0

1. Providing clear learning goals and scales to measure those goals

2. Tracking student progress

3. Celebrating student success

Elements 4-5: Rules and Procedures

4.0	3.5	3.0	2.5	2.0	1.5	1.0

4. Establishing classroom routines

5. Organizing the physical layout of the classroom for learning

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Lesson Segments Addressing Content

Elements 6-13: New Content

6. Identifying critical information

7. Organizing students to interact with new knowledge

8. Previewing new content

9. Chunking content into “digestible bites”

10. Group processing of new information

11. Elaborating on new information

12. Recording and representing knowledge

13. Reflecting on learning

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Summative Feedback Form

Lesson Segments Addressing Content

Elements 14-20: Practice and Deepen

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

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Lesson Segments Addressing Content

Elements 21-23: Generating and Testing Hypotheses

21. Organizing students for cognitively complex tasks

22. Engaging students in cognitively complex tasks involving hypothesis generating and testing

23. Providing resources and guidance

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Lesson Segments Enacted on the Spot

Elements 24-32: Engagement

24. Noticing and reacting when students are not engaged

25. Using academic games

26. Managing response rates during questioning

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

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Lesson Segments Enacted on the Spot

Elements 33-35: Adherence to Rules and Procedures

4.0 3.0 2.0 1.0

3.5 2.5 1.5

33. Demonstrating "withitness"

34. Applying consequences

35. Acknowledging adherence to rules and procedures

Elements 36-38: Student/Teacher Relationships

4.0 3.0 2.0 1.0

3.5 2.5 1.5

36. Understanding students' interests and background

37. Using behaviors that indicate affection for students

38. Displaying objectivity and control

Elements 39-41: High Expectations

4.0 3.0 2.0 1.0

3.5 2.5 1.5

39. Demonstrating value and respect for low-expectancy students

40. Asking questions of low-expectancy students

41. Probing incorrect answers with low-expectancy students

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Summative Feedback Form

Domain 2: Planning and Preparing

4.0 3.0 2.0 1.0

3.5 2.5 1.5

Planning and Preparing for Lessons and Units

1. Planning and preparing for effective scaffolding of information within lessons

2. Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer

3. Planning and preparing for appropriate attention to established content standards

Planning and Preparing for Use of Materials and Technology

4. Planning and preparing for the use of available materials for upcoming units and lessons (e.g., manipulatives, videos)

5. Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers

Planning and Preparing for Special Needs of Students

6. Planning and preparing for the needs of English language learners

7. Planning and preparing for the needs of special education students

8. Planning and preparing for the needs of students who come from home environments that offer little support for schooling

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Summative Feedback Form

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying specific areas of pedagogical strength and weakness within Domain 1

2. Evaluating the effectiveness of individual lessons and units

3. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socioeconomic groups, different ethnic groups)

Developing and Implementing a Professional Growth and Development Plan

4. Developing a written growth and development plan

5. Monitoring progress relative to the professional growth and development plan

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Summative Feedback Form

Domain 4: Collegiality and Professionalism

4.0	3.0	2.0	1.0
	3.5	2.5	1.5

Promoting a Positive Environment

1. Promoting positive interactions about colleagues

2. Promoting positive interactions about students and parents

Promoting Exchange of Ideas and Strategies

3. Seeking mentorship for areas of need or interest

4. Mentoring other teachers and sharing ideas and strategies

Promoting District and School Development

5. Adhering to district and school rules and procedures

6. Participating in district and school initiatives

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