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Research Laboratory

The Marzano

# Teacher Evaluation Model

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*The four domains of the
Marzano Teacher Evaluation Model*

## Classroom Strategies
and Behaviors

## Preparing and Planning

## Reflecting on Teaching

## Collegiality and
Professionalism

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**OUR MISSION**

To provide the best research, the most useful actions, and the highest level of services to educators.

**OUR VISION**

To continuously develop tools that translate high quality educational research into practical applications educators can put to immediate use.

**OUR GOAL**

To be the place educators go for the latest information and data, synthesized into clear, concise resources that facilitate immediate action.

## REPORT AUTHOR

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# Introduction

The Marzano Teacher Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001) *Classroom Management That Works* (Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of educational research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

A variety of states, districts, and schools across the country use the Marzano Teacher Evaluation Model. At a formal level, the states of New York, New Jersey, and Florida employ the model as a whole or in part as the basis for teacher evaluation. It is also being piloted or considered in a number of other states (e.g., Oklahoma and Missouri). Additionally, a growing number of districts across the country have adopted or adapted the model as the basis for teacher feedback and development (e.g., Cherry Creek Public Schools, Denver, Colorado; Adams School District 50, Westminster, Colorado; and Rockwall School District, Rockwall, Texas). Consultants for Marzano Research Laboratory use the model as the basis for teacher evaluation and feedback in all professional development conducted with individual schools. Thus, the model is also being used as the basis for professional development in a wide variety of schools across the country. Web-based tools for gathering, aggregating, and reporting data on teacher status and growth are available from Learning Science International.

# Elements of the Marzano Teacher Evaluation Model

The Marzano Teacher Evaluation Model contains sixty elements designed to inform the instructional practices of teachers. There are forty-one elements in Domain 1, eight in Domain 2, five in Domain 3, and six in Domain 4. The specifics of each domain are outlined below. For a detailed discussion of these elements, see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

## Domain 1: Classroom Strategies and Behaviors

Domain 1 focuses on classroom strategies and behaviors that impact student achievement. Given that forty-one of the sixty elements in the model are from Domain 1, the model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models. The forty-one elements in Domain 1 are divided into three segments: (1) segments involving routine events, (2) segments addressing content, and (3) segments enacted on the spot.

| Domain 1: Segments Involving Routine Events |
|---|
| *Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?* |
| Element 1:   Providing clear learning goals and scales (rubrics) |
| Element 2:   Tracking student progress |
| Element 3:   Celebrating success |
| *Design Question: What will I do to establish and maintain classroom rules and procedures?* |
| Element 4:   Establishing and maintaining classroom rules and procedures |
| Element 5:   Organizing the physical layout of the classroom |

## Domain 1: Segments Addressing Content

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

Element 6:   Identifying critical information

Element 7:   Organizing students to interact with new knowledge

Element 8:   Previewing new content

Element 9:   Chunking content into "digestible bites"

Element 10:  Helping students process new information

Element 11:  Helping students elaborate on new information

Element 12:  Helping students record and represent knowledge

Element 13:  Helping students reflect on their learning

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

Element 14:  Reviewing content

Element 15:  Organizing students to practice and deepen knowledge

Element 16:  Using homework

Element 17:  Helping students examine similarities and differences

Element 18:  Helping students examine errors in reasoning

Element 19:  Helping students practice skills, strategies, and processes

Element 20:  Helping students revise knowledge

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

Element 21:  Organizing students for cognitively complex tasks

Element 22:  Engaging students in cognitively complex tasks involving hypothesis generation and testing

Element 23:  Providing resources and guidance

| Domain 1: Segments Enacted on the Spot |
|---|
| *Design Question: What will I do to engage students?* |
| Element 24:  Noticing when students are not engaged |
| Element 25:  Using academic games |
| Element 26:  Managing response rates |
| Element 27:  Using physical movement |
| Element 28:  Maintaining a lively pace |
| Element 29:  Demonstrating intensity and enthusiasm |
| Element 30:  Using friendly controversy |
| Element 31:  Providing opportunities for students to talk about themselves |
| Element 32:  Presenting unusual or intriguing information |
| *Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?* |
| Element 33:  Demonstrating "withitness" |
| Element 34:  Applying consequences for lack of adherence to rules and procedures |
| Element 35:  Acknowledging adherence to rules and procedures |
| *Design Question: What will I do to establish and maintain effective relationships with students?* |
| Element 36:  Understanding students' interests and backgrounds |
| Element 37:  Using verbal and nonverbal behaviors that indicate affection for students |
| Element 38:  Displaying objectivity and control |
| *Design Question: What will I do to communicate high expectations for all students?* |
| Element 39:  Demonstrating value and respect for low-expectancy students |
| Element 40:  Asking questions of low-expectancy students |
| Element 41:  Probing incorrect answers with low-expectancy students |

# Domain 2: Planning and Preparing

Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors. The eight elements in Domain 2 are divided into three categories: (1) planning and preparing for lessons and units, (2) planning and preparing for use of materials and technology, and (3) planning and preparing for special needs of students.

| Domain 2: Planning and Preparing for Lessons and Units |
|---|
| Element 1:  Planning and preparing for effective scaffolding of information within lessons |
| Element 2:  Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of content |
| Element 3:  Planning and preparing for appropriate attention to established content standards |
| **Domain 2: Planning and Preparing for Use of Materials and Technology** |
| Element 4:  Planning and preparing for the use of available materials for upcoming units and lessons |
| Element 5:  Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers |
| **Domain 2: Planning and Preparing for Special Needs of Students** |
| Element 6:  Planning and preparing for the needs of English language learners |
| Element 7:  Planning and preparing for the needs of special education students |
| Element 8:  Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

# Domain 3: Reflecting on Teaching

Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development. The five elements in Domain 3 are divided into two categories: (1) evaluating personal performance and (2) developing and implementing a professional growth plan.

| **Domain 3: Evaluating Personal Performance** |
| --- |
| Element 1:  Identifying specific areas of pedagogical strength and weakness within Domain 1 |
| Element 2:  Evaluating the effectiveness of individual lessons and units |
| Element 3:  Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students |
| **Domain 3: Developing and Implementing a Professional Growth and Development Plan** |
| Element 4:  Developing a written growth and development plan |
| Element 5:  Monitoring progress relative to the professional growth and development plan |

# Domain 4: Collegiality and Professionalism

Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish. The six elements in Domain 4 are divided into three categories: (1) promoting a positive environment, (2) promoting exchange of ideas and strategies, and (3) promoting district and school development.

| **Domain 4: Promoting a Positive Environment** |
|---|
| Element 1:    Promoting positive interactions about colleagues |
| Element 2:    Promoting positive interactions about students and parents |
| **Domain 4: Promoting Exchange of Ideas and Strategies** |
| Element 3:    Seeking mentorship for areas of need or interest |
| Element 4:    Mentoring other teachers and sharing ideas and strategies |
| **Domain 4: Promoting District and School Development** |
| Element 5:    Adhering to district and school rules and procedures |
| Element 6:    Participating in district and school initiatives |

As indicated above, Domain 1 contains forty-one elements, Domain 2 contains eight elements, Domain 3 contains five elements, and Domain 4 contains six elements. Teacher status and growth can be assessed in each component of the model in a manner that is consistent with state guidelines and the requirements of Race to the Top legislation.

# The Research Behind the Model

Each of the works from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2 million copies of the books cited above have been purchased and disseminated to K–12 educators across the United States.

# Experimental/Control Studies

Perhaps one of the more unique aspects of the research on this model is that a growing number of experimental/control studies have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms (see Haystead & Marzano, 2010b). This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement, but causality cannot be easily inferred. Other evaluation models currently used throughout the country appear to rely more heavily or exclusively on correlational data regarding the relationship between their elements and student achievement.

To date, over 300 experimental/control studies have been conducted. These studies involved over 14,000 students and 300 teachers across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42, with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently, on average when teachers use the classroom strategies and

behaviors in the model, their typical student achievement increased by 16 percentile points. However, even larger gains (e.g., those associated with effect sizes as high as 2.00) can be realized if specific strategies are used in specific ways.

# Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been and continue to be conducted on various elements of the Marzano Teacher Evaluation Model. For example, such a study was conducted in the state of Oklahoma as a part of their examination of elements related to student achievement in K–12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma Schools: Phase II Report* by Marzano Research Laboratory, 2010 and 2011, respectively). These studies involved 59 schools, 1,117 teachers, and over 13,000 K–12 students. Collectively, the reports indicate positive relationships with various elements of the Marzano Teacher Evaluation Model across the domains. Specific emphasis was placed on Domain 1, particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive, with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. Relatively large correlations such as these were also reported for the total number of Domain 1 strategies used by teachers in a school, implying a schoolwide effect for the use of the model. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reading proficiency and a .26 correlation with mathematics proficiency.

# Technology Studies

Another unique aspect of the research conducted on the model is that its effects have been examined in the context of technology. For example, a two-year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the

effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom* by Haystead & Marzano, 2010a). In all, 131 experimental/control studies were conducted across various grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive whiteboards. All correlations for Domain 1 elements were positive, with some as high as .70. This implies that the effectiveness of interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

# Conclusion

In summary, the Marzano Teacher Evaluation Model was designed using thousands of studies conducted over the past five or more decades, and published in books that have been widely used by K–12 educators. In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted, indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards), and found to be highly correlated with the effectiveness of that technology.

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# Appendix

# Scales for the Marzano Teacher Evaluation Model

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

**Element 1:  Providing Clear Learning Goals and Scales (Rubrics)**

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher has a learning goal posted so all students can see it. | ❒ When asked, students can explain the learning goal for the lesson. |
| ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. | ❒ When asked, students can explain how their current activities relate to the learning goal. |
| ❒ Teacher makes reference to the learning goal throughout the lesson. | ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric. |
| ❒ 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. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance | Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

| Element 2:   Tracking Student Progress |
|---|

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher helps students track their individual progress on the learning goal. <br><br> ❐ Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal. <br><br> ❐ Teacher uses formal and informal means to assign scores to students. <br><br> ❐ Teacher charts the progress of the entire class on the learning goal. | ❐ When asked, students can describe their status relative to the learning goal using the scale or rubric. <br><br> ❐ Students systematically update their status on the learning goal. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance | Facilitates tracking of student progress using a formative approach to assessment | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 3:   Celebrating Success

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher acknowledges students who have achieved a certain score on the scale or rubric.<br><br>❐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.<br><br>❐ Teacher acknowledges and celebrates the final status and progress of the entire class.<br><br>❐ Teacher uses a variety of ways to celebrate success, such as (1) show of hands, (2) certification of success, (3) parent notification, and (4) round of applause. | ❐ Students show signs of pride regarding their accomplishments in the class.<br><br>❐ When asked, students say they want to continue to make progress. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status | Provides students with recognition of their current status and their knowledge gain relative to the learning goal | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 4: Establishing and Maintaining Classroom Rules and Procedures |
|---|

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❑ Teacher involves students in designing classroom routines. | ❑ Students follow clear routines during class |
| ❑ Teacher uses classroom meetings to review and process rules and procedures. | ❑ When asked, students can describe established rules and procedures |
| ❑ Teacher reminds students of rules and procedures. | ❑ When asked, students describe the classroom as an orderly place |
| ❑ Teacher asks students to restate or explain rules and procedures. | ❑ Students recognize cues and signals from the teacher |
| ❑ Teacher provides cues or signals when a rule or procedure should be used. | ❑ Students regulate their own behavior |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures | Establishes and reviews expectations regarding rules and procedures | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 5:  Organizing the Physical Layout of the Classroom

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ The physical layout of the classroom has clear traffic patterns. | ❐ Students move easily about the classroom. |
| ❐ The physical layout of the classroom provides easy access to materials and centers. | ❐ Students make use of materials and learning centers. |
| ❐ The classroom is decorated in a way that enhances student learning, including (1) bulletin boards that relate to current content and (2) student work on display. | ❐ Students attend to examples of their work that are displayed. |
| | ❐ Students attend to information on the bulletin boards. |
| | ❐ Students can easily focus on instruction. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning | Organizes the physical layout of the classroom to facilitate movement and focus on learning | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 6:   Identifying Critical Information |
| --- |
| The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention. |

| Teacher Evidence | Student Evidence |
| --- | --- |
| ❐ Teacher begins the lesson by explaining why upcoming content is important. | ❐ When asked, students can describe the level of importance of the information addressed in class. |
| ❐ Teacher tells students to get ready for some important information. | ❐ When asked, students can explain why the content is important to pay attention to. |
| ❐ Teacher cues the importance of upcoming information in some indirect fashion, using (1) tone of voice, (2) body position, or (3) level of excitement. | ❐ Students visibly adjust their level of engagement. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
| --- | --- | --- | --- | --- |
| Adapts and creates new strategies for unique student needs and situations | Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information | Signals to students which content is critical versus non-critical | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

**Element 7:   Organizing Students to Interact with New Knowledge**

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher has established routines for student grouping and student interaction in groups. <br><br> ❒ Teacher organizes students into ad hoc groups for the lesson using (1) dyads, (2) triads, or (3) small groups up to about 5. | ❒ Students move to groups in an orderly fashion. <br><br> ❒ Students appear to understand expectations about appropriate behavior in groups in that they (1) respect opinions of others, (2) add their perspective to discussions, and (3) ask and answer questions. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing | Organizes students into small groups to facilitate the processing of new knowledge | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

| Element 8: Previewing New Content |
|---|

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher uses preview questions before reading.<br><br>❐ Teacher uses K-W-L strategy or a variation of it.<br><br>❐ Teacher provides an advanced organizer, such as an outline or graphic organizer.<br><br>❐ Teacher has students brainstorm.<br><br>❐ Teacher uses an anticipation guide.<br><br>❐ Teacher uses a motivational hook or launching activity, such as presenting anecdotes or a short selection from a video.<br><br>❐ Teacher uses a word splash activity to connect vocabulary to upcoming content.<br><br>❐ When necessary, the teacher reteaches basic information or skills. | ❐ When asked, student can explain linkages with prior knowledge.<br><br>❐ When asked, students make predictions about upcoming content.<br><br>❐ When asked, students can provide a purpose for what they are about to learn.<br><br>❐ Students actively engage in previewing activities. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages | Engages students in learning activities that require them to preview and link new knowledge to what has been addressed | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 9: Chunking Content into "Digestible Bites"

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher stops at strategic points in a verbal presentation. | ❏ When asked, students can explain why the teacher is stopping at various points. |
| ❏ While playing a video, the teacher pauses it at key junctures. | ❏ Students appear to know what is expected of them when the teacher stops at strategic points. |
| ❏ 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. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate | Breaks input experiences into small chunks based on student needs | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

## DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
## Lesson Segments Addressing Content

### Element 10: Helping Students Process New Information

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher has group members summarize new information. <br><br> ❏ Teacher employs formal group processing strategies, such as (1) jigsaw, (2) reciprocal teaching, or (3) concept attainment. | ❏ When asked, students can explain what they have just learned. <br><br> ❏ Students volunteer predictions. <br><br> ❏ Students voluntarily ask clarification questions. <br><br> ❏ Groups are actively discussing the content by asking and answering questions about the information and making predictions about what they expect next. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding | Engages students in summarizing, predicting, and questioning activities | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 11: Helping 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 | Student Evidence |
|---|---|
| ❐ Teacher asks explicit questions that require students to make elaborative inferences about the content.<br><br>❐ Teacher asks students to explain and defend their inferences.<br><br>❐ Teacher presents situations or problems that require inferences. | ❐ Students volunteer answers to inferential questions.<br><br>❐ Students provide explanations and "proofs" for inferences. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught | Engages students in answering inferential questions | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 12: Helping 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 | Student Evidence |
|---|---|
| ❒ Teacher asks students to summarize the information they have learned. <br><br> ❒ Teacher asks students to generate notes that identify critical information in the content. <br><br> ❒ Teacher asks students to create nonlinguistic representations for new content, such as graphic organizers, pictures, pictographs, and flow charts. <br><br> ❒ Teacher asks students to create mnemonics that organize the content. | ❒ Students' summaries and notes include critical content. <br><br> ❒ Students' nonlinguistic representation include critical content. <br><br> ❒ When asked, students can explain main points of the lesson. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding | Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 13: Helping Students Reflect on Their Learning

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher asks students to state or record what they are clear about and what they are confused about. <br><br> ❐ Teacher asks students to state or record how hard they tried. <br><br> ❐ Teacher asks students to state or record what they might have done to enhance their learning. | ❐ When asked, students can explain what they are clear about and what they are confused about. <br><br> ❐ When asked, students can describe how hard they tried. <br><br> ❐ When asked, students can explain what they could have done to enhance their learning. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort | Engages students in reflecting on their own learning and the learning process | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 14: Reviewing Content |
|---|
| The teacher engages students in a brief review of content that highlights the critical information. |

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher begins the lesson with a brief review of content. | ❐ When asked, students can describe the previous content on which new lesson is based. |
| ❐ Teacher uses specific strategies to review information, including (1) summaries, (2) problems that must be solved using previous information, (3) questions that require a review of content, (4) demonstration, and (5) brief practice test or exercise. | ❐ Student responses to class activities indicate that they recall previous content. |
| ❐ When necessary, the teacher reteaches basic information or skills. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content | Engages students in a brief review of content that highlights the critical information | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 15: Organizing Students to Practice and Deepen Knowledge

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content. <br><br> ❏ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process. | ❏ When asked, students explain how the group work supports their learning. <br><br> ❏ While in groups, students interact in explicit ways (such as asking each other questions or obtaining peer feedback) to deepen their knowledge of informational content or practice a skill, strategy, or process. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning | Organizes students into groups to practice and deepen their knowledge | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 16: Using Homework

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher communicates a clear purpose for homework. <br><br> ❒ Teacher extends an activity that was begun in class to provide students with more time. <br><br> ❒ Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently. | ❒ 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. <br><br> ❒ Students ask clarifying questions of the homework that help them understand its purpose. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework | When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 17: Helping Students Examine Similarities and Differences

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher engages students in activities that require students to examine similarities and differences between content, such as (1) comparison activities, (2) classifying activities, (3) analogy activities, and (4) metaphor activities.<br><br>❐ Teacher facilitates the use of these activities to help students deepen their understanding of content by (1) asking students to summarize what they have learned from the activity and (2) asking students to explain how the activity has added to their understanding. | ❐ Student artifacts indicate that their knowledge has been extended as a result of the activity.<br><br>❐ When asked about the activity, student responses indicate that they have deepened their understanding.<br><br>❐ When asked, students can explain similarities and differences.<br><br>❐ Student artifacts indicate that they can identify similarities and differences. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge | When content is informational, engages students in activities that require them to examine similarities and differences | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 18: Helping 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 | Student Evidence |
|---|---|
| ❏ Teacher asks students to examine information for errors or informal fallacies such as (1) faulty logic, (2) attack, (3) weak reference, and (4) misinformation.<br><br>❏ Teacher asks students to examine the strength of support presented for a claim by evaluating (1) clarity of the claim statement, (2) evidence for the claim presented, and (3) qualifiers presented showing exceptions to the claim.<br><br>❏ 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. | ❏ When asked, students can describe errors or informal fallacies in information.<br><br>❏ Student artifacts indicate that they can identify errors in reasoning.<br><br>❏ When asked, students can explain the overall structure of an argument presented to support a claim.<br><br>❏ When asked, students can describe common statistical errors. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge | When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

## Element 19: Helping 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 | Student Evidence |
|---|---|
| ❐ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process, utilizing either (1) guided practice if students cannot perform the skill, strategy, or process independently, or (2) independent practice if students can perform the skill, strategy, or process independently. | ❐ Students perform the skill, strategy, or process with increased confidence.<br>❐ Students perform the skill, strategy, or process with increased competence. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency | When content involves a skill, strategy, or process, engages students in practice activities | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 20: Helping Students Revise Knowledge

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher asks students to examine previous entries in their academic notebooks or notes. | ❐ Students make corrections to information previously recorded about content. |
| ❐ Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content. | ❐ When asked, students can explain previous errors or misconceptions they had about content. |
| ❐ Teacher has students explain how their understanding has changed. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding | Engages students in revision of previous content | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

### Element 21: Organizing Students for Cognitively Complex Tasks

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher establishes the need to generate and test hypotheses. <br><br> ❒ Teacher organizes students into groups to generate and test hypotheses. | ❒ When asked, students describe the importance of generating and testing hypotheses about content. <br><br> ❒ When asked, students explain how groups support their learning. <br><br> ❒ Students use group activities to help them generate and test hypotheses. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses | Organizes students into groups to facilitate working on cognitively complex tasks | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

**Element 22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing**

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher engages students with an explicit decision-making, problem-solving, experimental-inquiry, or investigation task that requires them to generate and test hypotheses.<br><br>❐ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses. | ❐ Students are clearly working on tasks that require them to generate and test hypotheses.<br><br>❐ When asked, students can explain the hypothesis they are testing.<br><br>❐ When asked, students can explain whether their hypothesis was confirmed or disconfirmed.<br><br>❐ Student artifacts indicate that they can engage in decision-making, problem-solving, experimental-inquiry, or investigation tasks. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Engages students in cognitively complex tasks (e.g., decision-making, problem-solving, experimental-inquiry, and investigation tasks) and monitors the extent to which students are generating and testing hypotheses | Engages students in cognitively complex tasks (e.g., decision-making, problem-solving, experimental-inquiry, and investigation tasks) | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 23: Providing Resources and Guidance

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

| **Teacher Evidence** | **Student Evidence** |
|---|---|
| ❏ Teacher asks students to provide support for their claims. | ❏ Students provide grounds, backing, and qualifiers to support their claims. |
| ❏ Teacher asks students to examine their claims for errors in reasoning or statistical limitations. | ❏ Students find and correct errors or limitations in their claims. |
| ❏ Teacher makes himself or herself available to students who need guidance or resources by (1) circulating around the room and (2) providing easy access to himself or herself. | ❏ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks. |
| ❏ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks. | ❏ When asked, students can explain how the teacher provides assistance and guidance for hypothesis generation and testing tasks. |
| ❏ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources | Acts as a guide and resource provider as students engage in cognitively complex tasks | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 24: Noticing When Students Are Not Engaged |
|---|

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher notices when specific students or groups of students are not engaged. | ❏ Students appear aware of the fact that the teacher is taking note of their level of engagement. |
| ❏ Teacher notices when the energy level in the room is low. | ❏ Students try to increase their level of engagement when prompted. |
| ❏ Teacher takes action to re-engage students. | ❏ When asked, students explain that the teacher expects high levels of engagement. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Scans the room, making note of when students are not engaged and taking action and monitors the extent to which students re-engage | Scans the room, making note of when students are not engaged and taking action | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 25: Using Academic Games

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher uses structured games such as What is the Question?, Name That Category, Talk a Mile A Minute, and Classroom Feud.<br><br>❒ Teacher develops impromptu games such as making a game out of guessing which answer might be correct for a given question.<br><br>❒ Teacher uses inconsequential competition along with classroom games. | ❒ Students engage in the games with some enthusiasm.<br><br>❒ When asked, students can explain how the games keep their interest and help them learn or remember content. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game | Uses academic games and inconsequential competition to maintain student engagement | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 26: Managing Response Rates

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher uses wait time. | ❒ Multiple students or the entire class respond to questions the teacher poses. |
| ❒ Teacher uses response cards. | |
| ❒ Teacher has students use hand signals to respond to questions. | ❒ When asked, students can describe their thinking about specific questions the teacher poses. |
| ❒ Teacher uses choral response. | |
| ❒ Teacher uses technology to keep track of students' responses. | |
| ❒ Teacher uses response chaining. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses response-rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged | Uses response-rate techniques to maintain student engagement in questions | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 27: Using Physical Movement

The teacher uses physical movement to maintain student engagement.

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher has students stand up and stretch or do related activities when their energy is low. | ❐ Students engage in the physical activities the teacher designs. |
| ❐ Teacher uses activities that require students to physically move to respond to questions, such as (1) vote with your feet or (2) go to the part of the room that represents the answer you agree with. | ❐ When asked, students can explain how the physical movement keeps their interest and helps them learn. |
| ❐ Teacher has students physically act out or model content to increase energy and engagement. | |
| ❐ Teacher use give one, get one activities that require students to move about the room. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement | Uses physical movement to maintain student engagement | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

## DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
### Lesson Segments Enacted on the Spot

| Element 28: Maintaining a Lively Pace |
|---|

| The teacher uses pacing techniques to maintain students' engagement. |
|---|

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher employs crisp transitions from one activity to another. | ❏ Students quickly adapt to transitions and re-engage when a new activity is begun. |
| ❏ Teacher alters pace appropriately (i.e., speeds up and slows down). | ❏ When asked, about the pace of the class, students describe it as neither too fast nor too slow. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged | Uses pacing techniques to maintain students' engagement | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 29: Demonstrating Intensity and Enthusiasm

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher describes personal experiences that relate to the content. | ❒ When asked, students say that the teacher "likes the content" and "likes teaching." |
| ❒ Teacher signals excitement for content through physical gestures, voice tone, and dramatization of information. | ❒ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content. |
| ❒ Teacher overtly adjusts the energy level. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases | Demonstrates intensity and enthusiasm for the content in a variety of ways | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 30: Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher structures mini-debates about the content. <br><br> ❒ Teacher has students examine multiple perspectives and opinions about the content. <br><br> ❒ Teacher elicits different opinions on content from members of the class. | ❒ Students engage in friendly controversy activities with enhanced engagement. <br><br> ❒ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on. <br><br> ❒ When asked, students explain how a friendly controversy activity helped them better understand the content. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement | Uses friendly controversy techniques to maintain student engagement | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 31: Providing Opportunities for Students to Talk About Themselves

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher is aware of student interests and makes connections between these interests and class content. <br><br> ❒ Teacher structures activities that ask students to make connections between the content and their personal interests. <br><br> ❒ When students explain how content relates to their personal interests, the teacher appears encouraging and interested. | ❒ Students engage in activities that require them to make connections between their personal interests and the content. <br><br> ❒ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement | Provides students with opportunities to relate what is being addressed in class to their personal interests | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 32: Presenting Unusual or Intriguing Information

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher systematically provides interesting facts and details about the content. | ❐ Students' attention increases when unusual information is presented about the content. |
| ❐ Teacher encourages students to identify interesting information about the content. | ❐ When asked, students explain how the unusual information makes them more interested in the content. |
| ❐ Teacher engages students in activities like "believe it or not" about the content. | |
| ❐ Teacher uses guest speakers to provide unusual information about the content. | |
| ❐ Teacher tells stories that are related to the content. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content | Uses unusual or intriguing information about the content | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 33: Demonstrating "Withitness" |
|---|

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher physically occupies all quadrants of the room. | ❐ Students recognize that the teacher is aware of their behavior. |
| ❐ Teacher scans the entire room, making eye contact with all students. | ❐ When asked, students describe the teacher as "aware of what is going on" or as someone who "has eyes on the back of his or her head." |
| ❐ Teacher recognizes potential sources of disruption and deals with them immediately. | |
| ❐ Teacher proactively addresses inflammatory situations. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses behaviors associated with "withitness" and monitors the effect on students' behavior | Uses behaviors associated with "withitness" | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher provides nonverbal signals when students' behavior is not appropriate, such as (1) eye contact, (2) proximity, (3) a tap on the desk, (4) shaking head "no." <br><br> ❐ Teacher provides verbal signals when students' behavior is not appropriate, such as (1) telling students to stop or (2) telling students that their behavior is in violation of a rule or procedure. <br><br> ❐ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior). <br><br> ❐ Teacher involves the home when appropriate (i.e., calls parents to help extinguish inappropriate behavior). <br><br> ❐ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken). | ❐ Students cease inappropriate behavior when the teacher signals. <br><br> ❐ Students accept consequences as part of the way class is conducted. <br><br> ❐ When asked, students describe the teacher as fair in application of rules. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed | Applies consequences for not following rules and procedures consistently and fairly | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 35: Acknowledging Adherence to Rules and Procedures

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❒ Teacher provides nonverbal signals that a rule or procedure has been followed, such as a (1) smile, (2) nod of head, or (3) high five. | ❒ Students appear appreciative of the teacher acknowledging their positive behavior. |
| ❒ Teacher gives verbal cues that a rule or procedure has been followed, such as (1) thanking students for following a rule or procedure or (2) describing student behaviors that adhere to rule or procedure. | ❒ When asked, students describe teacher as appreciative of their good behavior. |
| ❒ Teacher notifies the home when a rule or procedure has been followed. | ❒ The number of students adhering to rules and procedure increases. |
| ❒ Teacher uses tangible recognition when a rule or procedure has been followed, such as (1) a certificate of merit or (2) token economies. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior | Acknowledges adherence to rules and procedures consistently and fairly | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

### Element 36: Understanding Students' Interests and Backgrounds

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher has side discussions with students about events in their lives. <br><br> ❐ Teacher has discussions with students about topics they are interested in. <br><br> ❐ Teacher builds student interests into lessons. | ❐ When asked, students describe the teacher as someone who knows them and is interested in them. <br><br> ❐ Students respond when the teacher demonstrates understanding of their interests and background. <br><br> ❐ When asked, students say they feel accepted. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom | Uses students' interests and backgrounds during interactions with students | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

**Element 37: Using 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 | Student Evidence |
|---|---|
| ❒ Teacher compliments students regarding academic and personal accomplishments.<br><br>❒ Teacher engages in informal conversations with students that are not related to academics.<br><br>❒ Teacher uses humor with students when appropriate.<br><br>❒ Teacher smiles or nods at students when appropriate.<br><br>❒ Teacher puts hand on students' shoulders when appropriate. | ❒ When asked, students describe the teacher as someone who cares for them.<br><br>❒ Students respond to the teacher's verbal interactions.<br><br>❒ Students respond to the teacher's nonverbal interactions. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom | Uses verbal and nonverbal behaviors that indicate caring for students | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

## Element 38: Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

| Teacher Evidence | Student Evidence |
|---|---|
| ❏ Teacher does not exhibit extremes in positive or negative emotions. | ❏ Students are settled by the teacher's calm demeanor. |
| ❏ Teacher addresses inflammatory issues and events in a calm and controlled manner. | ❏ When asked, the students describe the teacher as in control of himself or herself and in control of the class. |
| ❏ Teacher interacts with all students in the same calm and controlled fashion. | ❏ When asked, students say that the teacher does not hold grudges or take things personally. |
| ❏ Teacher does not demonstrate personal offense at student misbehavior. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Behaves in an objective and controlled manner and monitors the effect on the classroom climate | Behaves in an objective and controlled manner | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

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

| Element 39: Demonstrating Value and Respect for Low-Expectancy Students |
|---|
| The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students. |

| Teacher Evidence | Student 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. | ❏ When asked, students say that the teacher cares for all students. |
| | ❏ Students treat each other with respect. |
| ❏ Teacher provides low-expectancy students with nonverbal indications that they are valued and respected, such as (1) eye contact, (2) smiling, and (3) appropriate physical contact. | |
| ❏ Teacher provides low-expectancy students with verbal indications that they are valued and respected, such as (1) playful dialogue and (2) addressing students in a manner they view as respectful. | |
| ❏ Teacher does not allow negative comments about low-expectancy students. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Exhibits behaviors that demonstrate value and respect for low-expectancy students and monitors the impact on the students | Exhibits behaviors that demonstrate value and respect for low-expectancy students | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 40: Asking Questions of Low-Expectancy Students

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

| Teacher Evidence | Student Evidence |
|---|---|
| ❐ Teacher makes sure low-expectancy students' questions are answered at the same rate as high-expectancy students' question. <br><br> ❐ Teacher makes sure low-expectancy students are asked challenging questions at the same rate as high-expectancy students. | ❐ When asked, students say the teacher expects everyone to participate. <br><br> ❐ When asked, students say the teacher asks difficult questions of every student. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Asks questions of low-expectancy students with the same frequency and depth with high-expectancy students and monitors the quality of participation of low-expectancy students | Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

### Element 41: Probing 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 | Student Evidence |
|---|---|
| ❐ Teacher asks low-expectancy students to further explain their answers when they are incorrect. | ❐ When asked, students say that the teacher won't "let you off the hook." |
| ❐ Teacher rephrases questions for low-expectancy students when they provide an incorrect answer. | ❐ When asked, students say that the teacher "won't give up on you." |
| ❐ Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a question incorrectly. | ❐ When asked, students say the teacher helps them answer questions successfully. |
| ❐ 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. | |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| Adapts and creates new strategies for unique student needs and situations | Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students and monitors the level and quality responses of low-expectancy students | Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students | Uses strategy incorrectly or with parts missing | Strategy was called for but not exhibited |

**Element 1:   Planning and Preparing for Effective Scaffolding of Information Within Lessons**

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❐ Content is organized to build upon previous information. | ❐ When asked, the teacher can describe the rationale for how the content is organized. |
| ❐ Presentation of content is logical and progresses from simple to complex. | ❐ When asked, the teacher can describe the rationale for the sequence of instruction. |
| ❐ Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units. | ❐ When asked, the teacher can describe how content is related to previous lessons, units or other content. |
| ❐ The plan anticipates potential confusions that students may experience. | ❐ When asked, the teacher can describe possible confusions that may impact the lesson or unit. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | Within lessons, the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece. | The teacher scaffolds the information, but the relationship between elements is not made clear. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 2: PLANNING AND PREPARING
### Planning and Preparing for Lessons and Units

**Element 2:  Planning and Preparing for Lessons Within a Unit that Progress Toward a Deep Understanding and Transfer of Content**

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❐ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways. <br><br> ❐ Plans incorporate student choice and initiative. <br><br> ❐ Plans provide for extension of learning. | ❐ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content. <br><br> ❐ When asked, the teacher can describe how students will make choices and take initiative. <br><br> ❐ When asked, the teacher can describe how learning will be extended. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher organizes lessons within a unit so that students move from understanding to applying the content through authentic tasks. | The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

**Element 3:   Planning and Preparing for Appropriate Attention to Established Content Standards**

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❑ Lesson and unit plans include important content identified by the district (scope). <br><br> ❑ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district. | ❑ When asked, the teacher can identify or reference the important content (scope) identified by the district. <br><br> ❑ When asked, the teacher can describe the sequence of the content to be taught as identified by the district. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced. | The teacher ensures that lessons and units include the important content identified by the district, but does not address the proper sequencing of content. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

### Element 4:   Planning and Preparing for the Use of Available Materials for Upcoming Units and Lessons

The teacher identifies the available materials for upcoming units and lessons.

| Planning Evidence | Teacher Evidence |
|---|---|
| ❐ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content. | ❐ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content. |
| ❐ The plan outlines resources within the school that will be used enhance students' understanding of the content. | ❐ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content. |
| ❐ The plan outlines resources within the community that will be used to enhance students' understanding of the content. | ❐ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used. | The teacher identifies the available traditional resources that can enhance student understanding, but does not identify the manner in which they will be used. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 2: PLANNING AND PREPARING
### Planning and Preparing for Use of Materials and Technology

**Element 5:   Planning and Preparing for the Use of Available Technologies Such as Interactive Whiteboards, Response Systems, and Computers**

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❐ The plan identifies available technology that will be used (e.g., interactive whiteboards, response systems, voting technologies, one-to-one computers, social networking sites, blogs, wikis, and discussion boards).<br><br>❐ The plan identifies how the technology will be used to enhance student learning. | ❐ When asked, the teacher can describe the technology that will be used.<br><br>❐ When asked, the teacher can articulate how the technology will be used to enhance student learning. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used. | The teacher identifies the available technologies that can enhance student understanding, but does not identify the manner in which they will be used. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 2: PLANNING AND PREPARING
## Planning and Preparing for Special Needs of Students

**Element 6:   Planning and Preparing for the Needs of English Language Learners**

The teacher provides for the needs of English language learners (ELLs) by identifying the adaptations that must be made within a lesson or unit.

| Planning Evidence | Teacher Evidence |
|---|---|
| ❒ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson. | ❒ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson. |
| ❒ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction. | ❒ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs. | The teacher identifies the needs of English language learners, but does not articulate the adaptations that will be made to meet these needs. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

### Element 7: Planning and Preparing for the Needs of Special Education Students

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❐ The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson. | ❐ When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson. |
| ❐ The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction. | ❐ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs. | The teacher identifies the needs of special education students, but does not articulate the accommodations or modifications that will be made to meet these needs. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

### Element 8:  Planning and Preparing for the Needs of Students Who Come From Home Environments That Offer Little Support for Schooling

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

| Planning Evidence | Teacher Evidence |
|---|---|
| ❏ The plan provides for the needs of students who come from home environments that offer little support for schooling.<br><br>❏ When assigning homework, the teacher takes into consideration the students' family resources.<br><br>❏ When communicating with the home, the teacher takes into consideration family and language resources. | ❏ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed.<br><br>❏ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework.<br><br>❏ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources. |

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies 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. | The teacher identifies the needs of students who come from home environments that do not support learning, but does not articulate the adaptations that will be made to meet these needs. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 3: REFLECTING ON TEACHING
### Evaluating Personal Performance

**Element 1:   Identifying Areas of Pedagogical Strength and Weakness Within Domain 1**

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

**Teacher Evidence**

❒ The teacher identifies specific areas of strengths and weaknesses within Domain 1.

❒ The teacher keeps track of specifically identified focus areas for improvement within Domain 1.

❒ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1.

❒ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot. | The teacher identifies specific strategies and behaviors on which to improve, but does not select the strategies and behaviors that are most useful for his or her development. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 3: REFLECTING ON TEACHING
### Evaluating Personal Performance

### Element 2:   Evaluating the Effectiveness of Individual Lessons and Units

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

**Teacher Evidence**

❒ The teacher gathers and keeps records of his or her evaluations of individual lessons and units

❒ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units

❒ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals

❒ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, identifies specific causes of success or failure, and uses this analysis when making instructional decisions. | The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, but does not accurately identify causes of success or failure. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

**Element 3:   Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors Across Different Categories of Students**

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

**Teacher Evidence**

❒ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups).

❒ The teacher provides a written analysis of specific causes of success or difficulty.

❒ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies. | The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students, but does not accurately identify the reasons for discrepancies. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 3: REFLECTING ON TEACHING
### Developing and Implementing a Professional Growth and Development Plan

### Element 4:   Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines, and appropriate resources.

**Teacher Evidence**

❒ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources.

❒ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and appropriate resources. | The teacher develops a written professional growth and development plan, but does not articulate clear and measurable goals, action steps, timelines and appropriate resources. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 3: REFLECTING ON TEACHING
### Developing and Implementing a Professional Growth and Development Plan

**Element 5:  Monitoring Progress Relative to the Professional Growth and Development Plan**

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

**Teacher Evidence**

❐ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback).

❐ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback).

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed. | The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines, but does not make modifications or adaptations as needed. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
### Promoting a Positive Environment

### Element 1:  Promoting Positive Interactions About Colleagues

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

**Teacher Evidence**

❏ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning.

❏ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.

❏ The teacher accesses available expertise and resources to support students' learning needs.

❏ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning.

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

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers. | The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

**Element 2: Promoting Positive Interactions About Students and Parents**

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

**Teacher Evidence**

❒ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.

❒ The teacher ensures consistent communication with parents regarding expectations, progress, and/or concerns using multiple means and modalities.

❒ The teacher encourages parent involvement in classroom and school activities.

❒ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.

❒ The teacher responds to requests for support, assistance and/or clarification promptly.

❒ When asked, the teacher can describe (1) instances when he or she interacted positively with students and parent and (2) situations in which he or she helped extinguish negative conversations about students and parents.

❒ When asked, students and parents can describe how the teacher interacted positively with them.

❒ The teacher respects and maintains confidentiality of student/family information.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher interacts with students and parents in a positive manner to foster learning and promote positive relationships and helps extinguish negative conversations about students and parents. | The teacher interacts with students and parents in a positive manner to foster learning and promote positive relationships, but does not help extinguish negative conversations about students and parents. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

### Element 3:   Seeking Mentorship for Areas of Need or Interest

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

**Teacher Evidence**

❐ The teacher keeps track of specific situations during which he or she has sought mentorship from others.

❐ The teacher actively seeks help and input in Professional Learning Community meetings.

❐ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction.

❐ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors. | The teacher seeks help and mentorship from colleagues, but not at a specific enough level to enhance his or her pedagogical skill. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
## Promoting Exchange of Ideas and Strategies

### Element 4: Mentoring Other Teachers and Sharing Ideas and Strategies

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

**Teacher Evidence**

❒ The teacher keeps tracks of specific situations during which he or she mentored other teachers.

❒ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways.

❒ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors.

❒ When asked, the teacher can describe specific situations in which he or she has mentored colleagues.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher provides other teachers with help and input regarding classroom strategies and behaviors. | The teacher provides other teachers with help and input regarding classroom strategies and behaviors, but not at a specific enough level to enhance their pedagogical skill. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
## Promoting District and School Developments

### Element 5:   Adhering to District and School Rules and Procedures

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

**Teacher Evidence**

❐ The teacher performs assigned duties.

❐ The teacher follows policies, regulations and procedures.

❐ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records).

❐ The teacher fulfills responsibilities in a timely manner.

❐ The teacher understands legal issues related to students and families.

❐ The teacher demonstrates personal integrity.

❐ The teacher keeps track of specific situations in which he or she adheres to rules and procedures.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher is aware of district and school rules and procedures and adheres to them. | The teacher is aware of district and school rules and procedures, but does not adhere to all of these rules and procedures. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
## Promoting District and School Developments

| Element 6: Participating in District and School Initiatives |
|---|

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

Teacher Evidence

❒ The teacher participates in school activities and events as appropriate to support students and families.

❒ The teacher serves on school and district committees.

❒ The teacher participates in staff development opportunities.

❒ The teacher works to achieve school and district improvement goals.

❒ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives.

❒ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives.

## Scale

| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability. | The teacher is aware of the district's and school's initiatives, but does not participate in them in accordance with his or her talents and availability. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |