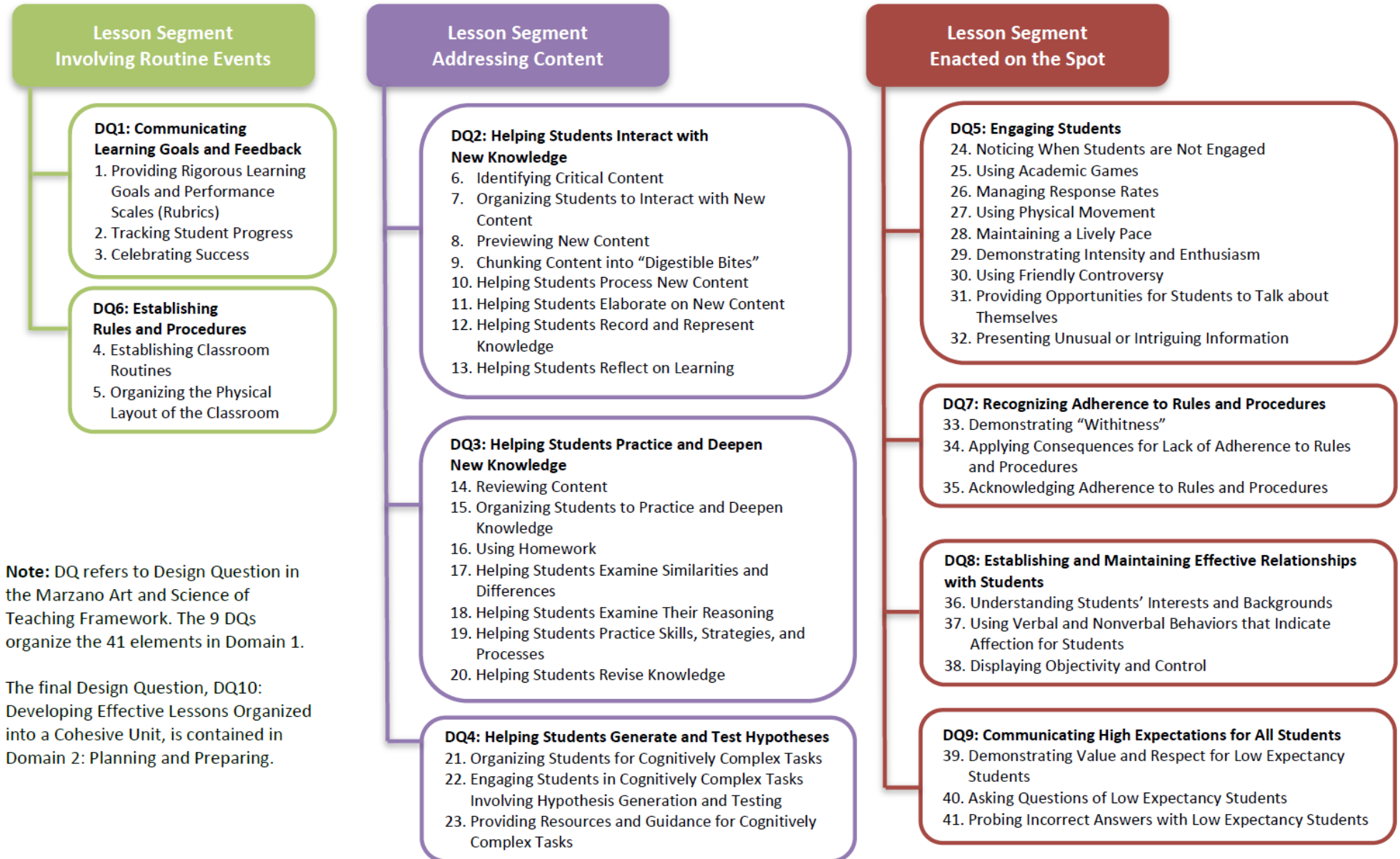


Domain 1: Classroom Strategies and Behaviors

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



Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

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

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

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

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

Marzano Protocol: Lesson Segment Involving Routine Events

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

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Example Student Evidence

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|---|---|--|
| Providing rigorous learning goals and performance scales (rubrics) | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

2. Tracking Student Progress

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

Example Teacher Evidence

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

Example Student Evidence

- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|----------------------------------|--|--|--|--|--|
| Tracking student progress | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors for evidence of the extent to which the majority of students understand their level of performance. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

3. Celebrating Success

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

Example Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause
 - Academic praise

Example Student Evidence

- Students show signs of pride regarding their accomplishments in the class
- Students take some responsibility for celebrating their individual status and that of the whole class
- Student surveys indicate they want to continue making progress

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|----------------------------|--|--|--|--|--|
| Celebrating success | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of students are motivated to enhance their status. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal or target.

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

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Example Teacher Evidence

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Establishing classroom routines | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Establishes expectations regarding rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Establishes expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand rules and procedures. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

5. Organizing the Physical Layout of the Classroom

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

Example Teacher Evidence

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
 - Bulletin boards relate to current content (e.g., word walls)
 - Student work is displayed

Example Student Evidence

- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|--|--|
| Organizing the physical layout of the classroom | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes the physical layout of the classroom to facilitate movement and support learning, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Organizes the physical layout of the classroom to facilitate movement and support learning and monitors for evidence of the extent to which the majority of students have easy access to materials in an environment that supports learning. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|--|--|--|---|
| Organizing the physical layout of the classroom | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you organize the physical layout of the classroom to facilitate movement and support learning? | In addition to organizing the physical layout of the classroom to facilitate movement and support learning, how can you monitor the extent to which the majority of students have easy access to materials in an environment that supports learning? | How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and support learning that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

Marzano Protocol: Lesson Segment Addressing Content

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

6. Identifying Critical Content

The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Example Teacher Evidence

- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students' attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content

Example Student Evidence

- Students can describe the level of importance of the critical content addressed in class
- Students can identify the critical content addressed in class
- Students can explain the difference between critical and non-critical content
- Formative data show students attend to the critical content (e.g., questioning, artifacts)
- Students can explain the progression of critical content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-------------------------------------|--|--|---|---|--|
| Identifying critical content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Signals to students critical versus non-critical content and portrays a clear progression of information, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which the majority of students are attending to critical versus non-critical content. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|---|---|--|
| Organizing students to interact with new content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into appropriate groups to facilitate the processing of new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Organizes students into appropriate groups to facilitate the processing of new content and monitors for evidence of the extent to which the majority of students process in groups. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Example Teacher Evidence

- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdote
 - Short multimedia selection
 - Simulation/demonstration
 - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

Example Student Evidence

- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-------------------------------|--|--|--|---|--|
| Previewing new content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in previewing activities that require students to access prior knowledge and analyze new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which the majority of students access prior knowledge and analyze new content. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|-------------------------------|---|---|---|---|---|
| Previewing new content | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in previewing activities that require them to access prior knowledge and analyze new content? | In addition to engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which the majority of students are accessing prior knowledge and analyze new content? | How might you adapt and create new strategies for previewing new content that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

9. Chunking Content into “Digestible Bites”

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Example Teacher Evidence

- During a verbal presentation, the teacher stops at strategic points
- While utilizing multi-media, the teacher stops at strategic points
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points
- Teacher uses appropriate questioning to determine if content chunks are appropriate
- Teacher uses formative data to break content into appropriate chunks

Example Student Evidence

- Students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points
- Students can explain clear conclusions about chunks of content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|--|--|
| Chunking content into “digestible bites” | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Breaks input experiences into small chunks based on student needs, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which the majority of students process content. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

Example Teacher Evidence

- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment
- Teacher uses informal strategies to engage group members in actively processing
 - Predictions
 - Associations
 - Paraphrasing
 - Verbal summarizing
 - Questioning
- Teacher facilitates group members in generating conclusions

Example Student Evidence

- Students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next
- Students generate conclusions about the new content
- Students can verbally summarize or restate the new information

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|---|---|--|
| Helping students process new content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages student groups in processing new content to generate conclusions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages student groups in processing new content to generate conclusions and monitors for evidence of the extent to which the processing enhances student understanding for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|--|---|---|---|
| Helping students process new content | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage student groups in processing new content? | In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding for the majority of students? | How might you adapt and create new strategies for processing new content that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Example Teacher Evidence

- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to provide evidences for their inferences
- Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence

- Students volunteer answers to inferential questions
- Students provide evidence for their inferences
- Student artifacts demonstrate students can make elaborative inferences
- Students can identify basic relationships between ideas and how one idea relates to others

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|---|--|
| Helping students elaborate on new content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in answering inferential questions and providing evidence for their inferences, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in answering inferential questions and providing evidence for their inferences and monitors for evidence of the extent to which the majority of students elaborate and provide evidence on what was explicitly taught. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|---|---|---|---|
| Helping students elaborate on new content | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in answering inferential questions and providing evidence for their inferences? | In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which the majority of students elaborate and provide evidence on what was explicitly taught? | How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

12. Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Example Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

Example Student Evidence

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Helping students record and represent knowledge | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors for evidence of the extent to which the majority of students accurately organize and summarize the important content. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|--|---|---|---|
| Helping students record and represent knowledge | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in activities that help them record and represent their knowledge in understanding of important content using a variety of models? | In addition to engaging students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, how can you monitor the extent to which the majority of students accurately organize and summarize important content? | How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

13. Helping Students Reflect on Learning

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

Example Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher utilizes reflection activities to cultivate resiliency
- Teacher utilizes reflection activities to avoid negative thinking
- Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence

- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|---|--|
| Helping students reflect on learning | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in reflecting on their own learning and the learning process, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in reflecting on their own learning and the learning process and monitors for evidence of the extent to which the majority of students self-assess their understanding and effort. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what things are most important to pay attention to?
- What are the main points of this lesson?

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

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Example Teacher Evidence

- Teacher begins the lesson with a brief review of content
- Teacher systematically emphasizes the cumulative nature of the content
- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
 - Warm-up activity

Example Student Evidence

- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Students can articulate the cumulative nature of the content
- Student responses to class activities indicate that they recall previous content
 - Artifacts
 - Pretests
 - Warm-up activities

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--------------------------|--|--|--|--|--|
| Reviewing content | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in a brief review that highlights the cumulative nature of the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which the majority of students can recall critical content. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

15. Organizing Students to Practice and Deepen Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Example Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- Teacher provides guidance regarding group interactions
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- Students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Students actively ask and answer questions about the content
 - Students add their perspective to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|---|--|
| Organizing students to practice and deepen knowledge | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into groups that appropriately facilitate practicing and deepening knowledge, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

16. Using Homework

The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Example Teacher Evidence

- Teacher utilizes strategies associated with a flipped classroom
- Teacher communicates a clear purpose and gives directions for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence

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

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------|--|--|---|---|--|
| Using homework | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process and monitors for evidence of the extent to which homework extends learning for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

17. Helping Students Examine Similarities and Differences

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

Example Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
 - Identifying basic relationships between ideas that deepen knowledge
 - Generating and manipulating mental images that deepen knowledge
- Teacher asks students to summarize what they have learned from the activity
- Teacher asks students to linguistically and non-linguistically represent similarities and differences
- Teacher asks students to explain how the activity has added to their understanding
- Teacher asks students to draw conclusions after the examination of similarities and differences
- Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

- Students can create analogies and/or metaphors that reflect their depth of understanding
- Student comparison and classification activities reflect their depth of understanding
- Student artifacts indicate that student knowledge has been extended as a result of the activity
- Student responses indicate that they have deepened their understanding
- Students can present evidence to support their explanation of similarities and differences
- Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|---|--|
| Helping students examine similarities and differences | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that require them to examine similarities and differences related to content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Example Teacher Evidence

- Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Teacher asks students to examine logic of errors in procedural knowledge
- Teacher asks students to analyze errors to identify more efficient ways to execute processes
- Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

- Students can describe errors or informal fallacies in content
- Students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate students can identify errors in reasoning or make and support a claim
- Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|---|--|
| Helping students examine their reasoning | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens understanding for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

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 and alternative ways of executing procedures.

Example Teacher Evidence

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently
- Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- Teacher employs “worked examples”
- Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- Teacher models the skill, strategy, or process

Example Student Evidence

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Student artifacts or formative data show fluency and accuracy is increasing
- Students can explain mental models

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Helping students practice skills, strategies, and processes | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Example Teacher Evidence

- Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence

- Students make corrections and/or additions to information previously recorded about content
- Students can explain previous errors or misconceptions they had about content
- Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- Student revisions demonstrate alternative ways to execute procedures

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Helping students revise knowledge | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in revising their knowledge of previous content by correcting errors and misconceptions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors for evidence of the extent to which these revisions deepen the majority of students' understanding. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

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

21. Organizing Students for Cognitively Complex Tasks

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Example Teacher Evidence

- Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- Students describe the importance of generating and testing hypotheses about content
- Students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses
- While in groups, students interact in explicit ways to generate and test hypotheses
 - Students actively ask and answer questions about the content
 - Students add their perspectives to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|---|--|
| Organizing students for cognitively complex tasks | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into groups to facilitate working on cognitively complex tasks, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Organizes students into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|---|--|---|---|
| Organizing students for cognitively complex tasks | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you organize students in groups to facilitate working on cognitively complex tasks? | In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses for the majority of students? | How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Example Teacher Evidence

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources
- Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources

Example Student Evidence

- Students participate in tasks that require them to generate and test hypotheses
- Students can explain the hypothesis they are testing
- Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources
 - Identify how one idea relates to others

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|---|--|--|
| Engaging students in cognitively complex tasks involving hypothesis generation and testing | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses and analyzing their own thinking. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|--|--|---|---|
| Engaging students in cognitively complex tasks involving hypothesis generation and testing | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking? | In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which the majority of students are generating and testing hypotheses and analyzing their own thinking? | How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

Example Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
 - Digital
 - Technical
 - Human
 - Material

Example Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|---|--|
| Providing resources and guidance for cognitively complex tasks | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Acts as a guide and resource provider as students engage in cognitively complex tasks, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made in your understanding of the content?

Marzano Protocol: Lesson Segment Enacted on the Spot

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

24. Noticing When Students are Not Engaged

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Example Teacher Evidence

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

Example Student Evidence

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|--|--|
| Noticing when students are not engaged | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Scans the room and notices when students are not engaged and takes action, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Scans the room and notices when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

Example Teacher Evidence

- Teacher uses academic games that focus on or reinforce important concepts
- Teacher uses academic games that create generalizations or test principles
- Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games
- Teacher develops conative skills during academic games
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence

- Students engage in the games with some enthusiasm
- Students can explain how the games keep their interest and help them learn or remember content
- Students appear to take various perspectives when engaged in academic games
- Students interact responsibly during academic games
- Students handle controversy and conflict during academic games

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------------|--|--|---|---|--|
| Using academic games | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses academic games to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses academic games to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------------|---|--|---|--|---|
| Using academic games | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use academic games to maintain student engagement? | In addition to using academic games to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement for the majority of students? | How might you adapt and create new strategies for using academic games to maintain student engagement that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

Example Teacher Evidence

- Teacher uses appropriate wait time
- Teacher uses a variety of activities that require all students to respond
 - Response cards
 - Students use hand signals to respond to questions
 - Choral response
- Teacher uses technology to keep track of student responses
- Teacher uses response chaining
- Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

- Multiple students, or the entire class, respond to questions posed by the teacher
- Students can describe their thinking about specific questions posed by the teacher
- Students engage or re-engage in response to teacher’s use of questioning techniques

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--------------------------------|--|--|---|---|--|
| Managing response rates | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses response rate techniques to maintain student engagement through questioning processes, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses response rate techniques to maintain student engagement through questioning processes and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--------------------------------|---|--|--|--|---|
| Managing response rates | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use response rate techniques to maintain student engagement through questioning processes? | In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which these activities enhance student engagement for the majority of students? | How might you adapt and create new strategies for managing response rates to maintain student engagement in questions that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

Example Teacher Evidence

- Teacher facilitates movement to learning stations or to work with other students
- Teacher has students move after brief chunks of content engagement
- Teacher has students stand up and stretch or do related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence

- Student behavior shows physical movement strategies increase cognitive engagement
- Students engage in the physical activities designed by the teacher
- Students can explain how the physical movement keeps their interest and helps them learn

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--------------------------------|--|--|--|--|--|
| Using physical movement | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses physical movement to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

Example Teacher Evidence

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|----------------------------------|--|--|--|--|--|
| Maintaining a lively pace | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses pacing techniques to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|----------------------------------|---|---|--|--|---|
| Maintaining a lively pace | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use pacing techniques to maintain student engagement? | In addition to pacing techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement for the majority of students? | How might you adapt and create new strategies for maintaining a lively pace that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Example Teacher Evidence

- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence

- Students say that the teacher “likes the content” and “likes teaching”
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|--|--|
| Demonstrating intensity and enthusiasm | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|--|---|---|
| Demonstrating intensity and enthusiasm | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you demonstrate intensity and enthusiasm by sharing a deep level of content in a variety of ways? | In addition to demonstrating intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, how can you monitor the extent to which these activities enhance student engagement for the majority of students? | How might you adapt and create new strategies for demonstrating intensity and enthusiasm for the content that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

Example Teacher Evidence

- Teacher structures mini-debates about the content
- Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- Teacher has students reveal sources of evidence to support their positions
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class
- Teacher develops conative skills during friendly controversy
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence

- Students engage or re-engage in friendly controversy activities with enhanced engagement
- Students describe friendly controversy activities as “stimulating,” “fun,” and “engaging”
- Students explain how a friendly controversy activity helped them better understand the content
- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------------------|--|--|--|--|--|
| Using friendly controversy | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses friendly controversy techniques to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses friendly controversy techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate content being presented in class to their personal interests.

Example Teacher Evidence

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Example Student Evidence

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

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Providing opportunities for students to talk about themselves | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides students with opportunities to relate what is being addressed in class to their personal interests, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

Example Teacher Evidence

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like “Believe it or not” about the content
- Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Example Student Evidence

- Student attention increases when unusual information is presented about the content
- Students explain how the unusual information makes them more interested in the content
- Students explain how the unusual information deepens their understanding of the content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|--|--|
| Presenting unusual or intriguing information | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses unusual or intriguing and relevant information about the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses unusual or intriguing and relevant information about the content and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|--|---|---|
| Presenting unusual or intriguing information | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use unusual or intriguing and relevant information about the content? | In addition to using unusual or intriguing and relevant information about the content, how can you monitor the extent to which these activities enhance student engagement for the majority of students? | How might you adapt and create new strategies for using unusual or intriguing and relevant information about the content that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that make you bored?

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating “Withitness”

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

Example Teacher Evidence

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

Example Student Evidence

- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------------------|--|--|--|---|--|
| Demonstrating “withitness” | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses behaviors associated with “withitness”, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses behaviors associated with “withitness” and monitors for evidence of the extent to which it affects student behavior of the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|-----------------------------------|---|---|--|---|---|
| Demonstrating “withitness” | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use behaviors associated with “withitness”? | In addition to using behaviors associated with “withitness,” how can you monitor the extent to which it affects student behavior for the majority of students? | How might you adapt and create new strategies for using behaviors associated with “withitness” that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

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

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

Example Teacher Evidence

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

Example Student Evidence

- Students demonstrate use of self-regulation strategies
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Applying consequences for lack of adherence to rules and procedures | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Consistently and fairly applies consequences for not following rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Consistently and fairly applies consequences for not following rules and procedures and monitors for evidence of the extent to which the majority of students follow rules and procedures. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence

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

Example Student Evidence

- Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- Students describe the teacher as appreciative of their good behavior
- Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- The number of students adhering to rules and procedures increases

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Acknowledging adherence to rules and procedures | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence of the extent to which the majority of students follow rules and procedures. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- How well did you follow classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Backgrounds

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

Example Teacher Evidence

- Teacher relates content-specific knowledge to personal aspects of students' lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons
- Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence

- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Understanding students' interests and backgrounds | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses students' interests and backgrounds during interactions with students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses students' interests and backgrounds during interactions with students and monitors for evidence of the sense of community in the classroom among the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

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

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Example Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments
- Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles and nods to students when appropriate
- Teacher uses “high five”-type signals when appropriate
 - Pat on shoulder
 - Thumbs up
 - “High five”
 - Fist bump
 - Silent applause
- Teacher encourages students to share their thinking and perspectives

Example Student Evidence

- Students describe the teacher as someone who cares for them
- Students respond positively to verbal interactions with the teacher
- Students respond positively to nonverbal interactions with the teacher
- Students readily share their perspectives and thinking with the teacher

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Using verbal and nonverbal behaviors that indicate affection for students | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative and monitors for evidence of the quality of relationships in the classroom among the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|---|--|---|---|
| Using verbal and nonverbal behaviors that indicate affection for students | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative? | In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor for evidence of the quality of relationships in the classroom among the majority of students? | How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Example Teacher Evidence

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

Example Student Evidence

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

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|--|--|--|
| Displaying objectivity and control | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Behaves in an objective and controlled manner, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- How accepted and welcomed did you feel in class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

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

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

Example Teacher Evidence

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

Example Student Evidence

- Students say that the teacher cares for all students
- Students treat each other with respect
- Students avoid negative thinking about their thoughts and actions

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Demonstrating value and respect for low expectancy students | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content and monitors for evidence of the impact on the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|---|---|---|---|
| Demonstrating value and respect for low expectancy students | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you exhibit behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content? | In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, how can you monitor for evidence of the impact on the majority of students? | How might you adapt and create new strategies for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations for all students? | What are you learning about your students as you adapt and create new strategies? |

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.

Example Teacher Evidence

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

Example Student Evidence

- Students say that the teacher expects everyone to participate
- Students say that the teacher asks difficult questions of every student

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|---|--|
| Asking questions of low expectancy students | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Asks questions of low expectancy students with the same frequency and depth as with high expectancy students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Asks questions of low expectancy students with the same frequency and depth as with high expectancy students and monitors for evidence of the quality of participation of the majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Example Teacher Evidence

- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher probes low expectancy students to provide evidence of their conclusions
- Teacher asks low expectancy students to examine the sources of their evidence
- 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
- Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence

- Students say that the teacher won't "let you off the hook"
- Students say that the teacher "won't give up on you"
- Students say that the teacher helps them think about and analyze their incorrect answers
- Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|--|--|---|---|--|
| Probing incorrect answers with low expectancy students | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors for evidence of the level and quality of responses of majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Reflection Questions

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

Student Interviews

Student Questions:

- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

Domain 2: Planning and Preparing

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

Planning and Preparing for Lessons and Units

42. 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

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

Teacher Evidence

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

Scale

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

43. Lessons within Units

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

Planning Evidence

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

Teacher Evidence

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

Scale

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

44. 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

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

Teacher Evidence

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

Scale

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

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources

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

Planning Evidence

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

Teacher Evidence

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

Scale

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

46. Use of Available Technology

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

Planning Evidence

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

Teacher Evidence

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

Scale

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

Planning and Preparing for the Needs of English Language Learners

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|---|
| 47. Needs of English Language Learners |
| The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit. |
| <p>Planning Evidence</p> <input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction |
| <p>Teacher Evidence</p> <input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson <input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction |

Scale

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

Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

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

Planning Evidence

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

Teacher Evidence

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

Scale

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

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

| 49. Needs of Students Who Lack Support for Schooling |
|--|
| <p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p> |
| <p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling <input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources <input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources |
| <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework <input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources |

Scale

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

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

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

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

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|--|---|--|---|
| Identifying Areas of Pedagogical Strength and Weakness | The teacher makes no attempt to perform this activity | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts | 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 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 is a recognized leader in helping others with this activity |

51. 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

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

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

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

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

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

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable 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

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

54. 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

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|--|--|--|---|
| Monitoring Progress Relative to the Professional Growth and Development Plan | The teacher makes no attempt to perform this activity | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts | 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 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 is a recognized leader in helping others with this activity |

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

55. Promoting Positive Interactions with 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

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|--|---|--|---|
| Promoting Positive Interactions with Colleagues | The teacher makes no attempt to perform this activity | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts | 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 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 is a recognized leader in helping others with this activity |

56. 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 and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

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

Promoting Exchange of Ideas and Strategies

57. 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

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

58. 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

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

Promoting District and School Development

59. 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

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

60. 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

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|--|---|---|---|
| Participating in District and School Initiatives | The teacher makes no attempt to perform this activity | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts | 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 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 a recognized leader in helping others with this activity |