**Domain 1**

**Planning and Preparation**

The first step in effective teaching is effective planning. Domain 1, the planning domain, involves all the work done before the actual teaching occurs. Domain 1 looks at all the relevant components of planning and preparation, which help teachers enter the classroom with confidence and inspire confidence in their students.

Exercising care in the creation of plans and materials pays huge dividends for both teachers and students. When everything is ready for instruction, this careful planning and preparation lend credibility to the teacher and says to the students, “My teacher knows what I should do and is ready to help me do it.” Thorough planning makes students feel secure. Students want to know there is real purpose to what happens in the classroom. Planning and preparation help demonstrate that purpose which, in turn, makes students feel comfortable in their learning. Teachers also need the confidence that careful planning and preparation provide. If teachers are confident with their plans, teachers can attend to the needs of the students rather than being distracted by details of the lesson.

Planning and preparation involve more than simply writing the day’s activities on a planning calendar. Domain 1 contains all the different facets of planning, including the importance of knowledge of students and available resources. Without knowing about the students, a teacher cannot design instruction that is meaningful and appropriate. Without knowing what resources are available and appropriate for use in planning and instruction, a teacher is limited to a narrow vision of teaching. Of course, a teacher must have both content knowledge and pedagogical knowledge in order to be effective. This knowledge is used to select instructional outcomes, to design coherent instruction, and to plan for meaningful assessment. The successful teacher begins with the end in mind. The instructional outcomes guide the instruction and bring the lesson full circle by dictating the assessment needed to determine mastery of the goals.

Components:

* 1a: Demonstrating Knowledge of Content and Pedagogy
* 1b: Demonstrating Knowledge of Students
* 1c: Selecting Instructional Outcomes
* 1d: Demonstrating Knowledge of Resources
* 1e: Designing Coherent Instruction
* 1f: Designing Student Assessment

Planning and Preparation - Component 1a

The elements of component 1a are tied to teacher knowledge of content, content-related pedagogy, and prerequisite relationships. Knowledge of content is demonstrated through planning documents and through a teacher’s instruction in the classroom. A teacher with strong content knowledge is able to design instruction that draws upon that knowledge. When the teacher is in the classroom, the ease with which the content is delivered says a great deal about the level of knowledge the teacher possesses. In addition, the teacher is able to field student questions and provide examples to enhance student understanding.

The level of content knowledge is dependent upon the teaching situation. A secondary teacher will necessarily have deeper content knowledge of a specific discipline than would an elementary teacher who is also teaching other subjects.

Content-related pedagogy refers to the particular teaching methods and activities that work best with particular content. For example, math teachers often use manipulatives to help young students grasp mathematical concepts. History teachers have students create time-lines to understand the sequence of events during a particular period. The grade level of the students will also have significant bearing on the pedagogical approaches used. However, knowing which strategies work best for what content is important. Teachers demonstrate this skill through their planning and the actual instruction.

Prerequisite relationships are those connections teachers make to lend coherence to their instruction. The teacher understands how one lesson builds upon another; this foundation enables the teacher to help students understand where the content fits. Teachers must also anticipate the skills and understandings students need to be successful in a lesson. Teachers should be able to articulate this information and use it to dispel student misconceptions and build on students’ prior knowledge.

Planning and Preparation - Component 1a

* **Elements of component 1a**
* Knowledge of content and the structure of the discipline
* Knowledge of prerequisite relationships
* Knowledge of content-related pedagogy
* **Possible examples of each element**

***Knowledge of content and the structure of the discipline***

* Written on the teacher’s lesson plan: epic poem *The Iliad* by Homer: students will be studying this work in high school and college.
* Teacher plans that after kindergarten students study the life cycle of a butterfly, they will be asked to explain how a butterfly develops. After students offer partial descriptions, the teacher will provide a visual, and explain the process.

***Knowledge of prerequisite relationships***

* The 4th grade teacher plans what to say in order to begin the lesson: “Remember, we talked about adding fractions yesterday. Today, we’ll work on subtracting fractions. Tomorrow and the rest of the week, we will practice these new skills.”
* The PE teacher anticipates that many students will have played badminton, but many will have misconceptions about the rules; therefore, the PE teacher plans to begin the class with a review of the basic rules governing the game.

***Knowledge of content-related pedagogy***

* In a first grade classroom, during a lesson on writing, the teacher plans to have students complete a Venn diagram as a prewriting assignment.
* As part of the plan in students studying the Civil War in American History, the teacher will ask students to design a time-line to assist them in seeing the progression of the war.

Planning and Preparation - Component 1a

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| **Domain 1:** | **Planning and Preparation** |
| ***1a: Demonstrating Knowledge of Content and Pedagogy*** | In order to guide student learning, teachers must have command of the subjects they teach. Teachers must know which concepts and skills are central to a discipline, and which are peripheral; teachers must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. Accomplished teachers are also aware of typical student misconceptions in the discipline, and work to dispel those misconceptions. However, knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the specific pedagogical approaches best suited to each discipline.  **The elements of component 1a are:**   * **Knowledge of content and the structure of the discipline:**    + *Every discipline has a dominant structure, with smaller components or strands, central concepts and skills.* * **Knowledge of prerequisite relationships:**    + *Some disciplines -- for example, mathematics -- have important prerequisites; experienced teachers know what these prerequisites are and how to use them in designing lessons and units.* * **Knowledge of content-related pedagogy:**    + *Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.*   **Indicators include**:   * Lesson and unit plans that reflect important concepts in the discipline * Lesson and unit plans that accommodate prerequisite relationships among concepts and skills * Clear and accurate classroom explanations * Accurate answers to student questions * Feedback to students that furthers learning * Inter-disciplinary connections in plans and practice |

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| **Domain 1: Planning and Preparation**  Component 1a: Demonstrating Knowledge of Content and Pedagogy  **Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Knowledge of content and the structure of the discipline** | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |
| **Knowledge of prerequisite  relationships** | Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| **Knowledge of content-related pedagogy** | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Demonstrating Knowledge of Students - Component 1b***

Domain 1 focuses on planning and preparation. Knowing the subject matter and the pedagogy best suited to it is of great importance; however, knowing the students who will be taught the subject matter is absolutely essential. Component 1b is all about students—who they are as a subgroup and who they are as individuals. While it is important to have a general understanding of the developmental level of students at the grade level, it is vital to understand that not all students will fit the theoretical profile. The teacher must understand the characteristics of the “traditional” students at the grade level and the learning processes most appealing to them, but the teacher must also anticipate the students who do not fall into the traditional expectation.

With regard to students’ skills, prior knowledge, and language proficiency, most teachers arrive at their first teaching assignments with general knowledge about what is developmentally appropriate. However, teachers are required to go beyond such general knowledge to ascertain the specific developmental level of their students. Doing so requires knowledge of various methods of attaining this information, including previous assessments, student files, parent conferences, consultation with other school professionals, and discussions with the students themselves.

Teachers may employ a variety of methods to get to know their students. Many of these methods are appropriate for all age groups. However, methods are often influenced by the grade level and school community. Early childhood teachers with 15 students in a classroom might conduct home visits to learn about students. However, secondary teachers who may interact with 100 students each day might find home visits impractical and might opt for interest inventories, personality type inventories, and personal questionnaires to learn about students and their backgrounds and experiences. Teachers may also rely on counselors and other professionals in the school to learn of students with special needs and particular learning preferences. The teacher who actively seeks such information will be able to plan and prepare to address the diverse needs of students in the classroom.

***Demonstrating Knowledge of Students - Component 1b***

* **Elements of component 1b**
* Knowledge of child and adolescent development
* Knowledge of the learning process
* Knowledge of students’ skills, knowledge, and language proficiency
* Knowledge of students’ interests and cultural heritage
* Knowledge of students’ special needs
* **Possible examples of each element**

***Knowledge of child and adolescent development***

* The teacher notes the grade level standards applicable to each of the instructional outcomes for the lesson.
* During a conversation with her mentor, the English teacher explains that the group activity planned for her students will be especially appropriate for this class of 7th graders, as they are very interested in peer interaction at this age. The teacher also says that she has two students who do not like group work, so she will let them work individually or as a pair.

***Knowledge of the learning process***

* The 6th grade Math teacher plans to write on the white board the steps for solving a problem and will refer students to the steps as she monitors their work.
* Lesson Plan: Students in English class will engage in brainstorming together before writing essays.

***Knowledge of students’ skills, knowledge, and language proficiency***

* Students’ files are examined by the teacher for test scores and proficiency levels.
* A pre-test is administered before beginning a unit on topography.

***Knowledge of students’ interests and cultural heritage***

* The teacher asks students to complete an interest inventory at the beginning of the school year.
* A pre-school teacher conducts home visits before school starts in the fall.

***Knowledge of students’ special needs***

* The 9th grade science teacher meets with the special education coordinator to review the IEPs of students in the class.
* Knowing several of his students have allergies, the teacher waits until after the school day before he vacuums the area rugs in his classroom.

***Demonstrating Knowledge of Students - Component 1b***

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| **Domain 1:** | **Planning and Preparation** |
| ***1b: Demonstrating Knowledge of Students*** | Teachers do not teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.  **The elements of component 1b are:**   * **Knowledge of child and adolescent development:**    + *Children learn differently at different stages of their lives* * **Knowledge of the learning process:**    + *Learning requires active intellectual engagement* * **Knowledge of students’ skills, knowledge, and language proficiency:**    + *Children’s lives beyond school influence their learning* * **Knowledge of students’ interest and cultural heritage:**    + *Children’s backgrounds influence their learning* * **Knowledge of students’ special needs:**    + *Children do not all develop in a typical fashion*   **Indicators include:**   * Teacher gathers formal and informal information about students for use it planning instruction * Teacher learns student interests and needs for use in planning * Teacher participation in community cultural events * Teacher-designed opportunities for families to share heritage * Database of students with special needs |

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| **Domain 1:** **Planning and Preparation**  Component 1b: Demonstrating Knowledge of Students  **Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency •  Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Knowledge of child and adolescent development** | Teacher displays little or no knowledge of the developmental characteristics of the age group. | Teacher displays partial knowledge of the developmental characteristics of the age group. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| **Knowledge of the learning process** | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |
| **Knowledge of students’ skills, knowledge, and language proficiency** | Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of ­students. | Teacher displays understanding of individual students’ skills, knowledge, and language proficiency and has a strategy for maintaining such information. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

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| **Domain 1:** **Planning and Preparation**  Component 1b: Demonstrating Knowledge of Students*(****continued****)*  **Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency •  Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Knowledge of students’ interests and cultural heritage** | Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students. |
| **Knowledge of students’ special needs** | Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students’ special learning and medical needs. | Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Selecting Instructional Outcomes - 1c***

Knowing the content to be taught and the students in their classes, teachers are then ready to select instructional outcomes. Often called goals or objectives, instructional outcomes are what the students will know or be able to do once the lesson or unit has been taught. The outcomes must be appropriate to the content and to the students; the outcomes also must lend themselves to evaluation. Simply put, instructional outcomes must be written in such a way as to allow the teacher to assess students’ progress in reaching the outcomes.

Instructional outcomes must have value. They must be connected to essential learning in the discipline rather than to knowledge of marginal importance. The outcomes should follow a sequence of learning, not be isolated and unconnected. In other words, outcomes should connect to what has gone before and what will come after. The instructional outcomes should also align with the learning in the discipline as set forth in school curriculum guides and national standards. The teacher is responsible for being knowledgeable about the curriculum and how the skills and knowledge taught fit in that larger context.

Instructional outcomes must be clear. They must say exactly what the students are to learn. Care must be taken to ensure outcomes are not confused with activities. The outcomes are what the students will learn. The activities are what the students will **do** to learn.

Instructional outcomes should strike a balance among different types of learning: cognitive, affective, and interpersonal. Students need to learn certain basic information about the content, but they also need to learn other skills. In any classroom, the students are engaged in learning that goes beyond the subject matter and into areas of social and cultural growth. They also might learn how the content fits with other disciplines or with real-world experiences. While no one lesson will include every sort of learning, a balance of instructional outcomes in lessons and units is appropriate.

Instructional outcomes should be suitable for diverse learners. Teachers should know their students and their students’ needs, and then purposefully select outcomes to accommodate those needs. This purposeful selection means considering how the outcomes will be different for learners at various levels of development or how single outcomes can be appropriate no matter the level of the learner.

***Selecting Instructional Outcomes - 1c***

* **Elements of component 1c**
* Value, sequence, and alignment
* Clarity
* Balance
* Suitability for diverse learners
* **Possible examples of each element**

***Value, sequence, and alignment***

* Outcome for students in an 8th grade class: Students will be able to use a plot pyramid to explain the plot of *The Outsiders;* plot structure is important in understanding novels, stories, and narratives, not only in English but in other subjects as well.
* In a professional conversation with his mentor, the teacher explains, “The instructional outcome of this lesson is tied to the Common Core standards and to the school curriculum guide for this grade level. It is also connected to the past lesson on plot elements and to the next lesson on theme.”

***Clarity***

* Outcomes in a 3rd grade art class: “Students will be able to replicate the color wheel. Students will share their wheel with the class and explain their work.”

***Balance***

* Outcomes for a 1st grade class: “Students will be able to identify the types of clouds. Students will be able to write a story including the name of a cloud and the type of weather it would produce. Students will be able to work in pairs to edit their stories for accuracy of content and structure of writing.”

***Suitability for diverse learners***

* Outcomes for a 7th grade class: “Students will be able to write in their own words statements of the themes they see in the novel *Roll of Thunder, Hear My Cry*. Students will be able to work in groups to combine their statements, select the best statements of theme, and present them to the class.”

***Selecting Instructional Outcomes - 1c***

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| **Domain 1:** | **Planning and Preparation** |
| ***1c: Setting Instructional Outcomes*** | Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will *do*, but what the students will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, instructional outcomes hold a central place in Domain 1.  Instructional outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some instructional outcomes refer to dispositions; it is important not only for students to learn to read; educators also hope students will *like* to read. In addition, experienced teachers are able to link their instructional outcomes with other teachers’ instruction within the same discipline as well as within other disciplines.  **The elements of component 1c are:**   * **Value, sequence, and alignment:**    + *Students must be able to build their understanding of important ideas from concept to concept* * **Clarity:** * *Outcomes must refer to what students will learn, not what students will do, and must permit viable methods of assessment* * **Balance:**    + *Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills* * **Suitability for diverse students:**    + *Outcomes must be appropriate for all students in the class*   **Indicators include:**   * Outcomes of a challenging cognitive level * Statements of student learning, not student activity * Outcomes central to the discipline and related to those in other disciplines * Permit assessment of student attainment * Differentiated for students of varied ability |

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| **Domain 1:** **Planning and Preparation**  Component 1c: Setting Instructional Outcomes  **Elements:** Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Value, sequence,  and alignment** | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| **Clarity** | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| **Balance** | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several ­different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| **Suitability for diverse learners** | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Demonstrating Knowledge of Resources – 1d***

Teachers who have a wide knowledge of resources have an advantage in engaging students in learning and making the content accessible. Experienced teachers often have a large repertoire of resources for themselves and their students. However, newer teachers may be so consumed with the day-to-day work of teaching that they rely mainly on what is available in the classroom. As teachers grow and develop, their resources become wider and more varied.

Resources for classroom use include all the materials available to teachers, both the simple materials such as markers and chart paper as well as the more sophisticated materials such as projectors and Smart Boards. Knowledgeable teachers often find free materials available from community resources, such materials as brochures, maps, calendars, scraps of material, and recycled containers.

Resources are also important for the teacher’s professional development. Knowing about the many national and state organizations available can enhance teachers’ abilities. Many organizations offer on-line resources as well as conferences and meetings to enhance content and pedagogical knowledge. Professional journals serve as resources for teaching ideas and for keeping up with the latest knowledge in the discipline. Formal classes or workshops can help teachers stay on top of the latest innovations in their fields.

Knowing resources for students is extremely important for a teacher. Being aware of after-school programs can help teachers give students extra attention. Knowledge of community resources such as the Boys and Girls Club can give a teacher valuable support in helping a struggling student. In addition, resourceful teachers bring in articles and other reading materials to accommodate students with varying reading levels or use websites to provide students with extra practice or higher level materials.

***Demonstrating Knowledge of Resources – 1d***

* **Elements of component 1d**
* Resources for classroom use
* Resources to extend content knowledge and pedagogy
* Resources for students
* **Possible examples of each element**

***Resources for classroom use***

* An 8th grade science teacher lists the following materials for her lesson: “Lesson notes, Smart Board presentation, soil [sand, sandy loam, fertilizer, top soil, compost, and site dig], ½ gallon containers, two liter bottles, window screens, beakers, water, Lab investigation directions, lab report, markers.”
* The science teacher makes notation in her lesson plan of the following:
  + soil for experiments today donated by the farmers’ depot
  + recycle center for the containers
  + master gardeners donated plants.
  + STEM program at the university sent students to talk about magnets.

***Resources to extend content knowledge and pedagogy***

* The English teacher is a member of the National Council of Teachers of English and participates in their on-line discussion groups. He is also a member of the Arkansas Council of Teachers of English. He attends the state Curriculum Conference and this year presented a program about his unit on argumentative writing.

***Resources for students***

* The 4th grade social studies teacher made a list of historical sites in the community and will ask groups of students to explore them and report back to the class.
* Mrs. Sanchez had realized Nathan was having difficulty in math class. She helped Nathan enroll in the after-school tutoring program. She also encouraged Nathan to attend the Boys and Girls Club in the community, so he could get extra help with his studies and a secure place to study.

***Demonstrating Knowledge of Resources – 1d***

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| **Domain 1:** | **Planning and Preparation** |
| ***1d: Demonstrating Knowledge of Resources*** | Student learning is enhanced by a teacher’s skillful use of resources; the school provides some of these as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students; those available beyond the classroom walls to enhance student learning; resources for teachers to further their own professional knowledge and skill; and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Effective teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, effective teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.  **The elements of component 1d are:**   * **Resources for classroom use:**    + *Materials that align with learning outcomes* * **Resources to extend content knowledge and pedagogy:**    + *Those that can further teachers’ professional knowledge* * **Resources for students:**    + *Materials that are appropriately challenging*   **Indicators include:**   * District provided materials * Range of texts * Guest speakers * Internet resources * Materials provided by professional organizations * Teacher continuing professional education courses or professional groups * Community resources |

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| **Domain 1: Planning and Preparation**  Component 1d: Demonstrating Knowledge of Resources  **Elements:** Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Resources for classroom use** | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| **Resources to extend content knowledge and pedagogy** | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| **Resources for students** | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher’s knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Designing Coherent Instruction – 1e***

Teachers bring all their knowledge to bear in designing coherent instruction for their students. Knowing students and content enables teachers to make judgments about setting instructional outcomes and planning for activities to reach those outcomes. Planning is the behind-the-scenes work that will ultimately lead to successful delivery of instruction. Planning will ensure coherent instruction that links what the students have learned previously to what they will learn in the future.

Learning activities are what the students will do in order to reach the instructional outcomes. A wide range of activities should be considered in planning a lesson. Depending on the purpose of the instruction, activities may be straightforward, as when teaching students certain procedures, or activities may be quite complex, as when teaching a new concept through inquiry or discovery. Worksheets and note taking have a place, but the key to keeping students engaged and to leading them to take ownership of the learning is challenging, relevant activities that relate to students’ real life experiences. In addition, the accomplished teacher is able to plan activities that seamlessly allow for differentiated experiences to connect with all learners.

Once activities have been planned, the teacher selects materials and resources to implement the activities. A wide array of materials to appeal to different types of learners is advisable. Materials may be teacher-constructed, or they may be “found” materials brought in by students. Teachers may have access to technology in the form of interactive boards and computers, or the teacher may have to rely on more common resources obtained from the community or the school. In all circumstances, the teacher plans for the materials and resources needed to accomplish the outcomes of the lesson.

Student grouping is also a deliberate choice teachers must make in anticipating the delivery of a lesson. Groups may be self-selected or they may be assigned, depending on the purpose of the grouping. The teacher may find whole group appropriate for some lessons, and pairs or table groups appropriate for others. The key is to provide a balance of grouping techniques and formats.

To provide coherent instruction, the teacher needs to structure lessons and units in a logical sequence. The movement from one activity to the next should be logical and clear to students. The teacher should anticipate pacing needs and should structure the lesson to accommodate those needs. In addition, the lesson should end with a review of what has been learned and what will come next. The teacher should bring the lesson to closure.

***Designing Coherent Instruction – 1e***

* **Elements of component 1e**
* Learning activities
* Instructional materials and resources
* Instructional groups
* Lesson and unit structure
* **Possible examples of each element**

***Learning activities***

* The drama teacher writes in her lesson plan: In pairs, students will perform their one-minute monologues and receive critiques from their acting partner. Students will draw numbers and perform their monologue in front of the class. Classmates will share positive comments and one suggestion for strengthening. Students will practice their monologues with the considered changes.

***Instructional materials and resources***

* During a unit on Shakespeare, an English teacher plans to use stations to help students with reading a play. Resources at the stations will include the play in graphic novel form, DVDs with clips of various difficult scenes, CDs with the major soliloquies, short articles containing analyses of major scenes, a computer and instructions for a Web Quest.

***Instructional groups***

* The social studies teacher plans to use jigsaw grouping in his class. The students will self-select their group to begin an exploration of a particular question concerning the topic of the day. Then students will be regrouped by the teacher to engage in a discussion with others concerning the topics. Finally, the students will return to whole group for debriefing and discussion.

***Lesson and unit structure***

* The kindergarten teacher outlines her lesson in her online planner:
  + begin class with carpet time to read a story about numbers.
  + use the Smart Board for an activity to identify numbers
  + activity where students match numbers to their written representations.
  + students complete an activity sheet

***Designing Coherent Instruction – 1e***

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| **Domain 1:** | **Planning and Preparation** |
| ***1e: Designing Coherent Instruction*** | Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. Designing coherent instruction also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Coherent instruction requires the thoughtful construction of lessons that contain cognitively engaging learning activities; the incorporation of appropriate resources and materials; and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.  **The elements of component 1e are:**   * **Learning activities:**    + *Instruction designed to engage students and advance them through the content* * **Instructional materials and resources:**    + *Appropriate to the learning needs of the students* * **Instructional groups:**    + *Intentionally* *organized to support student learning* * **Lesson and unit structure:**    + *Clear and sequenced to advance students’ learning*   **Indicators include:**   * Lessons that support instructional outcomes and reflect important concepts * Instructional maps that indicate relationships to prior learning * Activities that represent high-level thinking * Opportunities for student choice * The use of varied resources * Thoughtfully planned learning groups * Structured lesson plan |

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| **Domain 1: Planning and Preparation**  Component 1e: Designing Coherent Instruction  **Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Learning activities** | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
| **Instructional materials and resources** | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| **Instructional groups** | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |
| **Lesson and unit structure** | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Designing Student Assessment - 1f***

An integral part of the planning process is designing effective assessments. Once teachers have stated the instructional outcomes and planned the methods and activities to help students reach those outcomes, the next step is to choose appropriate evaluation strategies to determine if the outcomes have been met. However, assessment goes beyond summative assessment. Obviously, summative assessments are important to determine the effectiveness of the lesson or unit. Perhaps more important, though, are the formative assessments planned throughout the lesson or unit. These are the assessments that guide the teacher and the students to areas of weakness or misunderstanding. The teacher can then adjust instruction to accommodate students’ needs. In other words, the teacher must plan assessments of learning and assessments forlearning.

Congruence with instructional outcomes is essential for effective assessment. Outcomes stated at the beginning of the instructional plan must guide the assessment plan. Not all outcomes will lend themselves to the same type of assessment. If students are expected to develop conceptual knowledge, a multiple choice test is not likely to yield useful results. If students are to work effectively in groups, they must be evaluated on their participation in the group. The assessment must be appropriate for the students and the outcomes.

The criteria and standards for evaluating students’ work are part of the planning process. Before instruction begins, students must know the standards that apply to evaluating their work. When possible, students should be part of the planning process, and they should be involved in using the results of their assessments to improve their performance. Rubrics and other assessment measures are important for ensuring students know what is expected of them.

Formative assessments are assessments for learning. Carefully designed formative assessments help the teacher make adjustments in the lesson or unit plan as the instruction occurs. Formative assessments may be observational data collected during a discussion or group work time. They may be exit slips or bell ringer responses. Teacher questioning may be used to determine the understandings of the students as the lesson progresses. Homework can be effective formative assessment. The key is to plan the assessments and make them part of the lesson.

Teachers must use assessment data for planning. All assessments have the potential to yield important information the teacher and the students can use to increase learning and make content comprehensible to all students. Assessment is not useful in and of itself. Assessment is only as valuable as the information it provides for future planning.

***Designing Student Assessment - 1f***

* **Elements of component 1f**
* Congruence with instructional outcomes
* Criteria and standards
* Design of formative assessments
* Use for planning
* **Possible examples of each element**

***Congruence with instructional outcomes***

* The math teacher writes her instructional outcome: “Students will be able to develop a chart to analyze data.” The teacher plans to evaluate the success of the lesson by having students chart their own grades for the recently completed unit and create a graph analyzing the results.

***Criteria and standards***

* The elementary school PE teacher plans to give students a checklist to record their progress in developing ball-handling skills. At the end of the unit, the teacher will compare his checklist to the students’ checklists.
* At the beginning of the year, the art teacher has his students work with him to design a rubric for use in evaluating art assignments.

***Design of formative assessments***

* The math teacher plans to examine homework papers after the lesson to see where students are having difficulty. She will then address the areas of concern and have the students correct their work.
* The kindergarten teacher will observe students working in groups and provide feedback to each student concerning group participation.

***Use for planning***

* The English teacher will examine the exit slips from the previous class and use the information to design the bell ringer and review at the beginning of the next class.
* The PE teacher plans to use his ball-handling checklist information to design drills for groups of students at similar skill levels.

***Designing Student Assessment – 1f***

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| **Domain 1:** | **Planning and Preparation** |
| ***1f: Designing Student Assessments*** | Effective teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know their students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Although used during instruction, such assessments must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the instructional outcomes.  **The elements of component 1e are:**   * **Congruence with instructional outcomes:**    + *Assessments must match learning expectations* * **Criteria and standards:**    + *Expectations must be clearly defined* * **Design of formative assessments:**    + *Assessments for learning must be planned as part of the instructional process* * **Use for planning:**    + *Results of assessment guide future planning*   **Indicators include:**   * Lesson plans indicate correspondence between assessments and instructional outcomes * Assessment types are suitable to the style of outcome * Variety of performance opportunities for students * Modified assessments are available for individual students as needed * Expectations clearly written with descriptors for each level of performance * Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction |

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| **Domain 1:** **Planning and Preparation**  Component 1f: Designing Student Assessments  **Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Congruence with instructional outcomes** | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| **Criteria and standards** | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards  are clear; there is evidence that the students contributed to their development. |
| **Design of formative assessments** | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| **Use for planning** | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of ­students. | Teacher plans to use assessment results to plan future instruction for individual students. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

**Domain 2**

**The Classroom Environment**

Educators always remember that favorite teacher who had a sense of humor, made learning relevant, gave unconditional praise, and made students feel safe, valued and respected. Educators also remember that teacher who criticized students, belittled students’ efforts, and created an atmosphere of fear. Each of these extremes will be remembered long after the students involved have reached adulthood.

As the saying goes, students do not care how much a teacher knows until they know how much the teacher cares. From setting up the physical space of the classroom to holding high expectations for students, classroom environment speaks volumes. Students must have a sense of security and must feel the environment is safe and welcoming before they will take the risks to reach their full potential. Students need to know that the teacher has a personal concern about their everyday life as well as how they perform in class. Students need and want to be respected for who they are and for what they want to become.

Setting up classrooms, holding students to high expectations, developing a sense of rapport with students, creating an atmosphere of respect, and establishing classroom rules and procedures are critical in establishing a classroom environment where students feel safe and secure. Even though these elements of classroom environment may look different, depending on the students’ grade level, a teacher must create a learning environment that takes all these elements into consideration.

**Components:**

* 2a: Creating an Environment of Respect and Rapport
* 2b: Establishing a Culture for Learning
* 2c: Managing Classroom Procedure
* 2d: Managing Student Behavior
* 2e: Organizing Physical Space

Creating an Environment of Respect and Rapport - Component 2a

Classroom environments of respect and rapport are ones where students feel the support of the teachers, and the teachers expect and require that students demonstrate respect and fairness to each other. In such classrooms, students are willing to take risks; they feel comfortable, knowing that they will not be judged based on their socio-economic or racial background. Teachers demonstrate, and teach, respect for diversity. Moreover, teachers in these classrooms take a personal interest in their students in and out of the classroom. Teachers who have a high level of rapport with students are those teachers who bring to their instruction authentic, real-world experiences. Teachers may use students’ names and activities in examples. They may bring in materials related to students’ interests and achievements. Such teachers are active in supporting students’ extracurricular activities. As a result, students in these classrooms recognize they are valued members of the learning community, and they are polite not only to the teacher but to other students as well.

Belittling students has no place in the classroom. Behavior that belittles students, of course, applies to verbal sarcasm, but it also applies to subtle sarcasm communicated through body language or facial expressions. Teachers must be aware of their body language so that they do not convey a message of disrespect, insensitivity, or aloofness to students. Students quickly pick up on teachers’ body language. In this regard, teachers must be aware of cultural differences that exist in the classroom. For example, when a teacher tells a student, “Look me in the eyes when I am talking to you,” the student is conflicted if, in his culture, looking someone directly in the eyes is a sign of disrespect. Knowing students and developing an awareness of cultural differences are important in establishing rapport.

Students need to feel valued and respected. There is no single way for teachers to demonstrate or establish rapport with students. Teachers have to take into consideration students’ level of maturity and cultural backgrounds when trying to establish a connection. The key factors are knowing the students and being willing to adjust to their particular needs and customs.

Creating an Environment of Respect and Rapport - Component 2a

* **Elements of component 2a**
* Teacher interaction with students
* Student interactions with other students
* **Possible examples of each element**

***Teacher interaction with students***

* When a student has a little trouble answering a question, the teacher says, “Would you like to ask a friend for help?”
* The teacher asks the students to give Elijah a round of applause for demonstrating during the introductory activity.
* *Negative*: The teacher sits at her desk the majority of the time. To get assistance, students have to come up to her desk. She tells one student who asks for help, “It is in the book. You should know that.”

***Student interactions with other students***

* When a teacher calls on a student to answer a question, the student hesitates. The other students say, “Come on, Johnny. You can do it. Just try.”
* The students assist each other when doing board work. They do not interrupt when other students are speaking and raise their hands to ask and answer questions.
* The teacher says, “Now if your partner isn’t working well, what do you do? Do you shout or scream at your partner? No, we all work and do a good job.”
* *Negative:* A student is overheard laughing at another student who gives a wrong response to the teacher’s questions. The teacher does not intervene.

Creating an Environment of Respect and Rapport - Component 2a

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| **Domain 2:** | **The Classroom Environment** |
| ***2a: Creating an environment of respect and rapport*** | An essential skill of teaching is that creating an environment where students can learn, that is, managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. Crucial aspects of respect and rapport relate to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.  **The elements of component 2a are listed below and are evaluated:**   * **Teacher interactions with students, including both words and actions:**   + *A teacher’s interactions with students set the tone for the classroom*. *Through their interactions, teachers convey that they are interested in, and care about, their students.* * **Student interactions with other students, including both words and actions:**   + *As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.*   **Indicators include:**   * Respectful talk and turn taking * Respect for students’ background and lives outside of the classroom * Teacher and student body language * Physical proximity * Warmth and caring * Politeness * Encouragement * Active listening * Fairness |

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| **Domain 2: The classroom environment**  Component 2a: Creating an Environment of Respect and Rapport  **Elements:** Teacher interaction with students • Student interactions with other students | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Teacher interaction with students** | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| **Student interactions with other students** | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Establishing a Culture for Learning - Component 2b***

A challenge that teachers face every day is creating a learning environment of high expectations. Research has proven that students will rise to the standards teachers hold for them. Students come into the classroom with various levels of abilities and interests. The teacher has to set the bar high for all students and then challenge them to rise to that level. Students can quickly determine how the teacher feels about their abilities through the conversations they have with the teacher, the body language of the teacher, and the assignments that they are given in class. It is the teacher’s behavior and words that communicate high or low expectations of students.

Classrooms reflecting high expectations are ones in which the teachers have students’ exemplary work displayed with the rubrics that were used to assess the students’ work. Student success is valued and celebrated. The achievement of the smallest goals comes with a sense of pride. Feedback in these classrooms is more than just “good job” or a smiley face; here, feedback is specific and meaningful, pointing students in the direction to make their work exemplary. Verbal comments are encouraging throughout the year, and mediocrity is not accepted. Bell-to-bell instruction occurs on a daily basis. Teachers differentiate instruction to meet the various learning modalities of students and utilize the best instructional practices reflecting the latest research.

When there is a culture for learning, students take extreme pride in their work. Students are eager to show classroom visitors their work and are able to articulate what they are learning. Students desire to do their best work, and they know and can articulate what it takes to be proficient in the class. Students receive the rubric before the assignment is given and are able to assess their own work. In these classrooms, students are held accountable, and they know they are accountable. One of the best ways for a teacher to demonstrate high expectations is not to accept work that is below standard, but to give students multiple opportunities to demonstrate mastery.

Teachers who have high expectations also convey to the students that the content they are studying has value and is relevant. Teachers take the knowledge of students covered in Domain 1a and use it to personalize instruction. The curriculum is respected for its importance, and students are engaged in meaningful learning experiences. Instruction is student-centered, not teacher-centered. Questions promote high levels of thinking and reasoning, and students utilize for their learning the available classroom technology. In these classrooms, there is less teacher talk and more student talk. Teachers become instructional guides to help students achieve their goals.

***Establishing a Culture for Learning - Component 2b***

* **Elements of component 2b**
* Importance of the content
* Expectations for learning and environment
* Student pride in their work
* **Possible examples of each element**

***Importance of the content***

* In the last class of the day, students are heavily involved in debating a topic on health care, and the dismissal bell rings. Only one student is observed leaving; the others stay to continue the debate with the teacher observing their discussion.
* *Negative*; “All right, turn to page 263. This chapter is about the rise and fall of the Roman Empire. I do not have any idea why we have to cover this in the 7th grade. The curriculum map that I am using says to, so here goes.”

***Expectations for learning and environment***

* “You are such great readers. I’m going to listen to you read.” The 2nd grade teacher asks what good, fluent readers do and calls on different students to give one trait of a good reader.
* The math teacher says, “I ask the students to sign a Success Contract outlining what I will do and what I expect them to do. I actually refer to it throughout the semester and remind them of their commitment to the course and to themselves, as well as to me.”

***Student pride in their work***

* Ms. Stein, the principal, makes an unannounced visit to a first grade classroom. One of the students, Elisa, takes Ms. Stein to a display of students’ reading goals. Elisa points to where her own name is and tells how many points she needs to get to the next level.
* *Negative:* During the principal’s classroom walkthrough observation, a student is asked, “What are you learning today?” The student replies, “I don’t know. All I have to do is finish this word search before the end of the period.”

***Establishing a Culture for Learning - Component 2b***

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| **Domain 2:** | **The Classroom Environment** |
| ***2b: Establishing a culture for learning*** | “A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.  **Elements of component 2b are:**   * **Importance of the content and of learning:**    + *In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.* * **Expectations for learning and achievement:**   + *In classrooms with strong cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard.* * **Student pride in work:**    + *When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*   **Indicators include**:   * Belief in the value of the work * Expectations are high and supported through both verbal and nonverbal behaviors * Quality is expected and recognized * Effort and persistence are expected and recognized * Confidence in ability is evidenced by teacher and students language and behaviors * Expectation for all students to participate |

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| **Domain 2: The classroom environment**  Component 2b: Establishing a Culture for Learning  **Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Importance of the content** | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to  its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| **Expectations for learning and achievement** | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| **Student pride in work** | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Managing Classroom Procedures - Component 2c***

Clear classroom procedures must be established for even the most mundane of tasks in order to avoid loss of valuable instructional time. Elementary classrooms must have established procedures to deal with such tasks as taking attendance and lunch count at the beginning of the day and collecting money for the school fund raiser. Secondary teacher often use bell-ringer activities in order to make time to report attendance at the beginning of each period, record tardies, check homework assignments, and take care of missing assignments. Regardless of the grade level, teachers must have clear, consistent procedures in order to have productive students; novice teachers often look to more experienced teachers for ideas regarding how to develop classroom procedures. Knowing instructional time is valuable, experienced teachers discuss with colleagues how to retain maximum instructional time while still completing daily classroom tasks.

Effective teachers purposefully plan time at the beginning of the school year for explaining and practicing the procedures of the class with their students. Secondary teachers who teach semester classes usually cover their class procedures at the beginning of each semester. Secondary students should receive a written copy of the general classroom procedures at the beginning of the year or semester, especially in regard to make-up work. Parents should be asked to sign an acknowledgment of the procedures as well. Elementary teachers frequently explain procedures to parents during parent/teacher conferences or back-to-school open houses.

Teachers frequently place students into groups to enhance instruction and to improve student achievement. Regardless of what grouping model the teacher selects, clearly defined procedures will help students use instructional time wisely. To promote collaborative learning, procedures for grouping include roles for students and operating conventions such as everybody participates and students show respect for all opinions. If measures are not fully explained, valuable instructional time will be lost. Moreover, elementary teachers must explain and model procedures for moving from desks to the carpet area or centers.

Important procedures to consider are ones for accomplishing non-instructional tasks. Teachers know the importance of having materials prepared and ready for the students. Teachers also recognize the importance of checking all technology before the class begins. Using students as helpers to pass out materials is another way teachers can manage instructional time. Many teachers have stations set up for students to turn in homework or assignments, so time is not lost collecting materials. To promote continuity in the classroom, teachers prepare a packet of class procedures for substitutes and volunteers, and inform paraprofessionals or aides of their roles and responsibilities. Teachers realize that the effective handling of non-instructional duties will result in a productive classroom.

***Managing Classroom Procedures - Component 2c***

* **Elements of component 2c**
* Management of instructional groups
* Management of transitions
* Management of materials and supplies
* Performance of noninstructional duties
* Supervision of volunteers and paraprofessionals
* **Possible examples of each element**

***Management of instructional groups***

* The teacher says, “Here’s what we’re going to do,” before she holds up the worksheet and explains it. The teacher reviews the roles of the cooperative learning group before dismissing students to their groups.

***Management of transitions***

* The 12th grade English teacher explains how to move from one group to another, saying, “You need to do it quickly or you’ll waste your working time.” The students quickly transition from one group to the next.
* The elementary teacher teaches her children songs and rhymes to transition from one activity to another. Children sing or recite the rhyme as they move from one area to another.

***Management of materials and supplies***

* After sending the students to their groups, the teacher says, “I need the supply specialists to come get your materials. I need the reporters to have the paper and the supply specialists to bring back the supplies.”
* Materials for the hands-on activity are on the table prior to the lesson. The Smart Board is on and the activities are uploaded.

***Performance of noninstructional duties***

* Students get their notebook from a shelf when they come into the classroom.
* Calculators for use in the bell-ringer activity are on the desks when the students arrive. The teacher asks about absent students during the bell-ringer.

***Supervision of volunteers and paraprofessionals***

* The teacher makes use of volunteers to photocopy assignments, file papers, conduct research on an upcoming unit, cut out laminations, read to children, chaperone field trips, and/or help students who need remediation.

***Managing Classroom Procedures - Component 2c***

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| **Domain 2:** | **The Classroom Environment** |
| ***2c: Managing classroom procedures*** | A smoothly functioning classroom is a prerequisite to effective instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are done skillfully in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”  **Elements of Component 2c are:**   * **Management of instructional groups:**   + *Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.* * **Management of transitions:**   + *Many lessons engage students in different types of activities – large group, small group, independent work. It is important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.* * **Management of materials and supplies:**   + *Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.* * **Performance of non-instructional duties:**   + *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*   **Indicators include**:   * Smooth functioning of all routines * Little or no loss of instructional time * Students playing an important role in carrying out the routines * Students know what to do, where to move |

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| **Domain 2:** **The classroom environment**  Component 2c: Managing Classroom Procedures  **Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies •  Performance of noninstructional duties • Supervision of volunteers and paraprofessionals | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Management  of instructional groups** | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |
| **Management  of transitions** | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| **Management of materials  and ­supplies** | Materials and supplies are ­handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| **Performance of noninstructional duties** | Considerable instructional time is lost in performing noninstructional duties. | Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| **Supervision of volunteers and paraprofessionals** | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Managing Student Behavior - Component 2d***

Classroom management is often cited as a primary reason teachers leave the profession in the first year. Teachers are given the difficult task of preventing inappropriate behavior while simultaneously helping students develop self-control. Astute teachers learn quickly how important it is to develop procedures for tasks and consequences for inappropriate classroom behavior. Teachers realize that there is not a one-size-fits-all approach to discipline, for students come into the classroom with various levels of background knowledge and experiences and at different levels of maturity.

Students want to feel safe in a classroom, and they look to the teacher to establish that safe environment. Teachers have the responsibility to provide guidance and leadership. Classroom rules, whether developed by the teacher or in conjunction with the students, provide students with the choice of whether to follow those rules or to face the consequences. Successful teachers form relationships with students that foster communication in order to better understand why a student might make an inappropriate choice in the classroom. To create a win-win environment, teachers sometimes involve their students in setting the norms or expectations.

Regardless of the process used to establish classroom rules, students expect that those rules will be consistently applied to all. Students respect a teacher who is viewed as fair and consistent.

Student misconduct can torpedo a great lesson. If there is poor classroom management, instruction will definitely suffer. To avoid any misunderstanding, teachers can first teach and then model for students the appropriate behaviors. Teachers should help guide students to make appropriate classroom choices because appropriate choices produce both appropriate behavior and a positive learning environment. Teachers often offer rewards or re-enforcers to promote a positive classroom environment. If a teacher loses control and resorts to anger and yelling, the unruly student gains control of the classroom. Using a firm tone of voice, maintaining eye contact, moving close to the student, and using nonverbal cues (“the look,” hand in the air, finger to lips) are just some of the ways experienced teachers maintain an environment conducive to learning. Teachers should also take into consideration cultural differences. Asking a student to look the teacher in the eyes may be considered disrespectful in the student’s cultural norms.

***Managing Student Behavior - Component 2d***

* **Elements of component 2d**
* Expectations
* Monitoring of Student Behavior
* Response to Student Misbehavior
* **Possible examples of each element**

***Expectations***

* Classroom rules and consequences are posted at the front of the classroom.
* The students help develop the rules. On the first day of school, the teacher asks students to share the rules they feel are important in the classroom. The teacher guides the suggestions by discussing behaviors that are often disruptive in order to help students’ ideas match the rules that are important to the teacher.

***Monitoring of Student Behavior***

* When the class first gathers on the carpet, the teacher smiles and says, “I have a handful of tickets I want to give out today.” Tickets are given out throughout the class for positive behaviors.
* The teacher continuously moves around the classroom while teaching. The teacher stays in close proximity to students exhibiting off-task behavior. The teacher avoids sitting at the desk or standing in the front of the room while instructing.

***Response to Student Misbehavior***

* The 1st grade teacher says, “Eric, that’s a ‘1’, sweetheart, for not raising your hand.”
* The teacher asks Sally to move. Sally is reluctant to get up and move. “Why do I have to move?” “Why do you have to move?” the teacher rephrases the question. “I have tried to give you the opportunity to make things work where you are sitting. You are leaving me with few choices. I would like you to come sit over here. Remember our first classroom rule, Sally. I expect you to follow directions.”

***Managing Student Behavior - Component 2d***

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| **Domain 2** | | **The Classroom Environment** | | | | |
| ***2d: Managing Student Behavior*** | | In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.  **Elements of Component 2d are:**   * **Expectations:**   + *It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.* * **Monitoring of student behavior:**   + *Experienced teachers seem to have eyes “in the backs of their heads”; they are attuned to what is happening in the classroom and when necessary, can move subtly to help students re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.* * ***Response to student* misbehavior:**    + *Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.*   **Indicators include:**   * Clear standards of conduct, possibly posted, and possibly referred to during a lesson * Absence of acrimony between teacher and students concerning behavior * Teacher awareness of student conduct * Preventive action when needed by the teacher * Fairness * Absence of misbehavior * Reinforcement of positive behavior | | | | |
| **Domain 2:** **The classroom environment**  Component 2d: Managing Student Behavior  **Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Expectations** | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |
| **Monitoring of  student behavior** | Student behavior is not monitored, and teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully. |
| **Response to student misbehavior** | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Organizing Physical Space - Component 2e***

A logical place to start when considering a teacher’s classroom environment has to be how the teacher arranges the classroom furniture and sets up the physical space in the classroom. Ideally, these decisions should be planned before the start of school. The room arrangement is to be consistent with the teacher’s instructional goals and activities. Depending on what is going to take place in the classroom, teachers have to decide if desks are in rows, in a circle, or in a cluster. Typically, the physical space of elementary and secondary classrooms differ. Elementary teachers plan spaces for learning centers, including the carpet area and student desk arrangements. Secondary teachers analyze what the main activities will be in the room and how furniture should be arranged to meet those needs. All of these circumstances have to be considered while making sure that students can readily be observed and monitored.

Teachers also must consider how to keep the classroom safe while providing a learning environment where students have access to all the learning areas. High traffic areas, such as around the pencil sharpener, wastebasket, learning centers, supply areas, and computers, need to be identified and kept free of congestion. The placement of cords and electronics needs to be considered for safety. Effective and efficient teachers develop procedures to access these areas and plan where to store students’ personal belongings to keep high traffic areas accessible. Teachers in science and many career/technical classes have an additional concern: they must ensure all equipment and chemicals are stored correctly.

Successful teachers keep materials that are frequently used by the teacher and/or students readily accessible. Teachers should identify items that are used only during a particular season, or not very often, and store those items safely away. Careful thought is given to the placement of bookcases, work areas, computer workstations, special items like plants and aquariums, and filing cabinets. The placements of these items are planned conscientiously to keep the classroom a safe, effective, learning environment. Teachers may want to draw a floor plan in order to maximize their learning spaces.

In many districts that are challenged for space, teachers may be required to “float” or have their classroom on a cart. Teachers who have to share classrooms should work with the host teacher to determine a regular space designated for the floating teacher. Floating teachers need to make sure that they have their own supplies and not depend on the host teacher. Teachers can use the cart to display student work and to organize instructional materials such as posters and chart paper.

***Organizing Physical Space - Component 2e***

* **Elements of component 2e**
* Safety and Accessibility
* Arrangement of furniture and use of physical resources
* **Possible examples of each element**

***Safety and Accessibility***

* Computer units are stored under the tables. All wires are tied up behind the tables and off the floor.
* The teacher arranges a seating area for a student in a wheelchair and sends the student her assignments electronically through the student’s drop box. The teacher wears a microphone to aid a child with a hearing problem.
* The room is clean and organized by carpeted areas (one for large group instruction, another for a reading center). The group carpeted area is marked with large blocks and alphabet letters, and each student has an assigned spot. The teacher reminds the students to play safely in their areas.

***Arrangement of furniture and use of physical resources***

* The layout of the room includes student computers, a word wall with the ABC center, a listening center, and student library. The students are grouped into tables of 4-6 and also have a large group carpet area. The teacher has posted academic visual aids on the walls of the classroom.
* The teacher points to a math poster on the bulletin board and allows students to refer to it for assistance with the bell-ringer. The teacher uses a PowerPoint presentation to teach the Pythagorean Theorem. The teacher has downloaded an app regarding the Pythagorean Theorem on each student’s iPad.
* Ms. Fielding shares the gym with another teacher. Ms. Fielding has six different stations in the gym for the learning activities. She uses the nursery rhymes posted around the room during her lesson. There is a word wall and “Verbs in P.E.” wall. The loco-motor skills are posted on another wall.

***Organizing Physical Space - Component 2e***

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| **Domain 2** | **The Classroom Environment** |
| ***2e: Organizing Physical Space*** | The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear instruction so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.  **Elements of this component are:**   * **Safety and accessibility:**   + *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.* * **Arrangement of furniture and use of physical resources:**   + *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when arrangement of furniture and use of physical resources are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.*   **Indicators include**:   * Pleasant, inviting atmosphere * Safe environment * Accessibility for all students * Furniture arrangement suitable for the learning activities * Effective use of physical resources, including computer technology, by both teacher and students |

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| **Domain 2:** **The classroom environment**  Component 2e: Organizing Physical Space  **Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Safety and accessibility** | The classroom is unsafe, or learning is not accessible to some students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. |
| **Arrangement of  furniture and use  of physical resources** | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for  learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

**Domain 3**

**Instruction**

Domain 3 is the actual teaching. It includes everything the teacher does to ensure students’ learning as well as the students’ ability to apply that learning in future situations. The delivery of the instruction puts into practice the teacher’s familiarity with the characteristics of the students’ age level, the knowledge of each student in each class, the use of multiple teaching strategies, and the establishment of appropriate pacing of the activities in the lesson. It is every tool in the teacher’s toolbox that allows the teacher to motivate every student to reach his or her potential. The components of this domain carry out the careful planning that the teacher has done in Domain 1, utilize the safe learning environment established in Domain 2, and turn all components that have preceded this teaching into comprehensible content that challenges the students. As the content is being presented, the teacher is also constantly monitoring and evaluating students’ responses to determine whether students fully understand what is being taught. Formal and informal assessments are ongoing and provide valuable data that inform the teacher when and how to adjust instruction for student needs.

**Components:**

* 3a: Communicating with Students
* 3b: Using Questioning and Discussion Techniques
* 3c: Engaging Students in Learning
* 3d: Using Assessment in Instruction
* 3e: Demonstrating Flexibility and Responsiveness

***Communicating with Students - Component 3a***

Communication implies more than just saying something to someone. It implies that what is spoken or written is understood. Teachers must present all lesson components in a way that others understand. These components include what the purpose of a lesson is, how the teacher intends for the students to achieve that purpose, and the content necessary for the students to achieve the objective of the learning. The way this purpose is communicated often depends on the type of lesson. Many districts require the teacher to have the learning outcome of the lesson with the reference to the Arkansas State framework or Common Core citation written on the board as students enter. Some schools may have the students copy the learning outcome for the day in their planners. The students may or may not understand what this outcome means. To ensure students’ understanding, the teacher must do more than just have the learning outcome written or simply have students copy it. Terms in the outcome should be explained in student-friendly language, and the students should demonstrate by their responses that they understand why they are doing the activity or activities in the lesson.

***Communicating with Students - Component 3a***

Some lessons lend themselves to stating this purpose upfront in the lesson. However, other lessons may not follow this format. For example, in a lab lesson, the teacher may ask what the students found out from the data that was collected, and this discovery may have been the point of the lesson. The learning outcome may be stated by the teacher or by a student, and this may be done at any point in the lesson. However, before the end of the period, the students should have a clear understanding of the learning outcome.

In order for students to be able to carry out the procedures in a lesson, the teacher must make sure directions and procedures are clear to the students. The teacher may choose to model step-by-step how to complete a math problem, for example. Another time, the teacher may hand the students a sheet with written directions and go over those directions before the class begins a project. Often, the teacher will provide a method for students to clarify any misunderstandings about a procedure. However, just asking if there are any questions about how to proceed is usually a waste of time. Students will seldom volunteer that they do not understand what they are to do. If students are having many questions, appear confused, or have their hands up, then there is a distinct possibility that they do not understand the directions or procedures.

Teachers communicate the content of a lesson by defining, modeling, demonstrating, probing, clarifying, writing, reading, or connecting to previous lessons or experiences. The content is any piece of knowledge that the students need in order to be able to achieve the purpose of the lesson, and teachers must be able to help the students understand and use that content. The teacher may deliver content by giving the students the information, or by creating a lesson that allows students to discover the information through research or problem solving.

Standard English is not the language of the home for many students. It is important teachers model Standard English in the classroom. Teachers must convey the idea that Standard English in both speech and writing is the language of academics and work, and therefore, its usage is necessary for school and workplace success. Moreover, teachers must carefully choose the tone, inflection, and intonation that they use to convey information in the classroom.

***Communicating with Students - Component 3a***

* **Elements of component 3a**
* Expectations for learning
* Directions and procedures
* Explanations of content
* Use of oral and written language
* **Possible examples of each element**

***Expectations for learning***

* At the end of the lesson, the teacher asks, “Jeffrey, what did you learn in today’s lesson?”
* The teacher asks students what they discovered as they worked on an inquiry project during the lesson.
* The learning outcome is written on the board and the teacher says, “Yesterday we discussed *similes*, and today we are going to learn to recognize two other kinds of figurative language.”

***Directions and procedures***

* The teacher provides a written list of steps that the students will follow as they complete an assignment.
* After explaining the directions, the teacher says, “Mary, tell me what you are going to do to complete the project.”

***Explanations of content***

* The teacher models how to solve a math problem.
* During a science lesson, the teacher uses a whiteboard projection to add names to cell structures while students use guided notes to copy the information.

***Use of oral and written language***

* *Negative evidence*: The teacher writes notes for students to copy, using apostrophes to create plural nouns. These mistakes go uncorrected by the teacher and the students.

***Communicating with Students - Component 3a***

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| **Domain 3:** | **Instruction** |
| ***3a: Communicating***  ***with Students*** | Teachers communicate with students for several independent, but related, purposes. First, teachers convey that teaching and learning are purposeful activities; teachers make that purpose clear to students. Teachers also provide clear directions for classroom activities, so students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information teachers do convey is accurate and reflects deep understanding. The teacher’s use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.  **Elements of Component 3a are:**   * **Expectations for learning:**   + *The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science), by the end of the lesson, students are clear about what they have been learning.* * **Directions for activities:**   + *Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates, and are working without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.* * **Explanations of content:**   + *Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions*. * **Use of oral and written language:**   + *For many students, their teachers’ use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.*   **Indicators include**:   * Clarity of lesson purpose * Clear directions and procedures specific to the lesson activities * Absence of content errors and clear explanations of concepts * Students understand the content * Correct and imaginative use of language |

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| **Domain 3:** **Instruction**  Component 3a: Communicating with Students  **Elements:** Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Expectations for learning** | Teacher’s purpose in a lesson or unit is unclear to students. | Teacher attempts to explain the instructional purpose, with limited success. | Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. |
| **Directions and procedures** | Teacher’s directions and procedures are confusing to students. | Teacher’s directions and procedures are clarified after initial student confusion. | Teacher’s directions and procedures are clear to students. | Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding. |
| **Explanations of content** | Teacher’s explanation of the content is unclear or confusing or uses inappropriate language. | Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience. | Teacher’s explanation of content is imaginative and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers. |
| **Use of oral and written language** | Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher’s spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students’ ages or backgrounds. | Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students’ ages and interests. | Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students’ vocabularies. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Using Questioning and Discussion Techniques - Component 3b***

The teacher’s ability to use questioning and discussion techniques is crucial to keeping students engaged in learning. For questioning and discussion to be effective, the teacher must become adept at leading and listening. However, once the skills are mastered, these methods can serve more than one purpose in the lesson. They can be used to give the teacher insight into how well the students understand the content, to prod students to think beyond the obvious, and to help students learn to respect other people’s points of view.

The teacher must plan questions that challenge students’ thinking, must encourage divergent answers, and must monitor students’ responses. The questions should lead the students to have to think and to have to be able to defend their responses. If the questions only require a “yes” or “no” response, or a response of only one or two words, the questions are probably not challenging the students to use newly acquired information. One of the hardest aspects in questioning effectively is learning to really *listen* to responses. Too often, the teacher has one answer or response in mind and does not stop to analyze a response that is different from what was expected. Effective questioning also requires the teacher to develop the ability to wait for a response in order to give students time to process what the question is and how they will answer. This “wait time” means that the teacher cannot immediately jump in to answer the question just asked or to call on another student.

Discussion in the classroom means that the teacher must set behavioral expectations that include how to respectfully disagree with others. The teacher must become a facilitator who keeps the ideas flowing but also makes sure that one or two students do not dominate the discussion. There are many models of discussion that a teacher may use. However, teachers often say they are using discussion as an instructional method, when, in fact, they are using lecturing with questions. The teacher’s role should be to get the discussion started, and then to step aside and let the students be responsible for how the comments continue. The teacher becomes the facilitator. The flow should be from teacher to student to student, not from teacher to student to teacher to next student. The teacher should plan and organize the discussion so that all students are involved with the topic, are engaged in the verbal volleys, are knowledgeable about the content, and are comfortable enough in the setting to risk offering their opinions.

***Using Questioning and Discussion Techniques - Component 3b***

* **Elements of component 3b**
* Quality of questions
* Discussion techniques
* Students’ participation
* **Possible examples of each element**

***Quality of questions***

* The teacher asks, “What rationale would the character give for the choice he made? What are the possible benefits or consequences of that choice?”
* *Negative evidence:* When the teacher asks, “What is the name of the process that plants use to convert sunlight to energy?” She immediately says, “It starts with photo-.”

***Discussion techniques***

* The teacher asks, “Think about the position that James just took. What other points would you suggest he consider?”
  + During the discussion, the teacher tells a student, “If you do not agree with Larry’s statement, how can you respectfully disagree?”

***Students’ participation***

* The teacher gives each student three chips and says, “You must hand me a chip each time you share during the discussion. You can only share when you have a chip, and I don’t expect you to have any chips left at the end of class.”

***Using Questioning and Discussion Techniques - Component 3b***

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| **Domain 3** | **Instruction** |
| ***3b: Using Questioning and Discussion Techniques*** | Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reference reflects their central importance to teachers’ practice. It is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz”. Skilled teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. Considered, high quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. Discussions may be based around questions formulated by the students themselves.  Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this component.  In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.  **Elements of component 3b are:**   * **Quality of questions/prompts:**   + *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This questioning may be helpful for the purpose of establishing the facts of an historical event, for example, but this type of questioning should not be confused with the use of questioning to deepen students’ understanding.* * **Discussion techniques:**   + *Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “I said x.” That is, some teachers confuse discussion with explanation of content; as important as explanation of content is, it is not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, and enables students to engage in discussion directly with one another, not always mediated by the teacher.* * **Student participation:**   + *In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlists the assistance of students to ensure this outcome.*   Indicators include:   * Questions of high cognitive challenge, formulated by both students and teacher * Questions with multiple correct answers, or multiple approaches even when there is a single correct response * Effective use of student responses and ideas * Discussion with the teacher stepping out of the central, mediating role * High levels of student participation in discussion |

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| **Domain 3: Instruction**  Component 3b: Using Questioning and Discussion Techniques  **Elements:** Quality of questions • Discussion techniques • Student participation | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Quality of questions** | Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond. | Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |
| **Discussion techniques** | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| **Student participation** | A few students dominate the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | Teacher successfully engages all students in the discussion. | Students themselves ensure that all voices are heard in the discussion. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Engaging Students in Learning - Component 3c***

Engaging students is the very heart of teaching. This is where the planning, the room arrangement, and the time spent learning about the students’ themselves all come together to cause the student to be invested in and involved in absorbing the content and making it theirs. The real test of whether this investment is happening is how intellectually engaged the students are in the learning. For this kind of engagement to occur, the lesson must be one that focuses on the content, challenges the learners, and allows them to make the information fit with their own previous experiences.

Intellectual engagement is not the same as students’ being busy, being on task, or being totally quiet. Students can be very busy with an activity and not necessarily be engaged in learning. There is a distinct difference between being compliant and being engaged. The teachers’ knowledge of their students is crucial for keeping them engaged. Activities must be appropriate for the objective of the lesson; activities cannot be on levels that are too high or too low for students to make the connections to the content. Cognitive engagement may involve students’ manipulation of physical materials, or it may be created by a challenging assignment that uses only the students’ previous knowledge and experience.

Grouping of students will vary, depending on the purpose for the grouping. Within one day’s lesson, students may work in whole group, as partners, on a large team, in a table group, and/or individually. Teachers must be aware of which students cannot work together; which students can challenge each other; and how to make all students accountable for learning from whatever group they are assigned. Teachers must also be cognizant of the objective of the lesson and decide which grouping will work best for achieving that objective.

A well-structured lesson will keep the students involved in learning from the beginning of the lesson until it concludes. The pacing and transitioning into various parts of the lesson take into account the developmental levels of the students and what that means in terms of the attention span for that level. This movement through the lesson also means that teachers must monitor constantly both the lesson and the students to evaluate the pacing, ensuring it is not allowing students to become restless with too much time or to become frustrated with too little time. Monitoring often means that teachers must adjust what was planned in terms of the timing of the lesson; this adjustment means teachers must know how to think on their feet about when those adjustments need to be made and how to best make those changes.

***Engaging Students in Learning - Component 3c***

* **Elements of component 3c**
* Activities and assignments
* Grouping of students
* Instructional materials and resources
* Structuring and pacing
* **Possible examples of each element**

***Activities and assignments***

* The fourth graders’ assignment is to create a diagram of a garden that can be contained with a given amount of fencing.
* Using a rubric and anchor charts with grammar rules, students work in pairs to proofread and critique each other’s essays.

***Grouping of students***

* The teacher explains to the evaluator that today she purposefully groups four gifted students who have strong ideas and often have trouble listening to others’ ideas.
* In a social studies class, the students are randomly put into one of two groups that will research and debate one side of an issue.

***Instructional materials and resources***

* The teacher gives each group a different article about Hiroshima and has the students discuss the event from different perspectives.
* The first grade students use manipulatives to demonstrate place value of numbers.

***Structuring and pacing***

* The first grade teacher has a pictorial agenda for today’s activities in reading. As each activity is completed, a student removes one picture.
* The teacher reminds the students that they only have two more minutes to complete the Do Now activity

***Engaging Students in Learning - Component 3c***

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| **Domain 3** | **Instruction** | | | | |
| ***3c: Engaging Students in Learning*** | Student engagement in learning is the centerpiece of the *Framework for Teaching*; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are cognitively engaged, is that, in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities do not typically consume an entire lesson, but the activities are essential components of engagement.  a lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.  In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.  **Elements of Component 3c are:**   * **Activities and assignments:**   + *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, require student thinking that emphasizes depth over breadth, and may allow students to exercise some choice.* * **Grouping of students:**   + *How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be assimilated into the different groups. Alternatively, a teacher might permit students to select their own groups, or groups could be formed randomly.* * **Instructional materials and resources:**   + *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Many teachers supplement a school or district’s selected materials with additional resources that further engage the students’ deeper thinking, for example, the use of primary source materials in social studies.* * **Structure and pacing:**   + *No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher, and since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure*.   **Indicators include:**   * Activities aligned with the goals of the lesson * Student enthusiasm, interest, thinking, problem-solving, etc. * Learning tasks that require high-level student thinking and are aligned with lesson objectives * Students highly motivated to work on all tasks and are persistent even when the tasks are challenging * Students actively “working,” rather than watching while their teacher “works.” * Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection | | | | |
| **Domain 3: Instruction**  Component 3c: Engaging Students in Learning  **Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing | | | | | |
| **Element** | | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Activities and assignments** | | Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| **Grouping of students** | | Instructional groups are inappropriate to the students or to the instructional outcomes. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| **Instructional materials and resources** | | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| **Structure and pacing** | | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Using Assessment in Instruction - Component 3d***

To use assessment as a tool for guiding instruction, teachers must recognize that assessment is an ongoing process. Assessment occurs as a lesson is planned, as the lesson unfolds, and after the lesson has ended. Assessment is much more than that final grade or the test scores reported by the state. It includes those summative forms, but assessment also includes those times the teacher looks at a student’s paper to make sure that a student has multiplied correctly or the times the teacher listens to and analyzes a student’s response to a question. Assessment encompasses everything about the lesson, including how well the students understand the content, how well student interaction is working, how well the lesson engages the students, and how well the methods and activities are helping to achieve the goals. All assessments are for the purpose of students’ learning.

In order for the assessment to be effective, the students must clearly understand what will be evaluated and how it will be assessed. Often, the students may help develop the evaluation tool, such as a rubric or a point sheet, so they know exactly what the teacher is expecting. The teacher uses the results of the assessment to analyze all of the pieces of the lesson that led to whether or not the students understood the learning outcome. Students also learn to self-assess their work and/or analyze the results to improve their performances and challenge themselves.

As the teacher monitors students’ understanding of content, feedback is given that guides the students to continue in the direction they are going or that re-directs any missteps. This feedback may be a written comment on an essay, or a verbal compliment for a well thought-out opinion. Teachers may verbalize the feedback to the students, or teachers may give this feedback in the form of questions that lead the students to analyze their own responses. However, feedback does not have to come only from the teacher. Students may receive feedback from answer keys, from partners in a pair-share, from computer sounds and lights, from outside judges, or from peer evaluations. The most effective feedback is immediate and specific. General comments to the whole group such as, “Good job” do not let the students know what was especially good about the response and do not ensure that the quality of the performance will be repeated.

***Engaging Students in Learning - Component 3d***

* **Elements of component 3d**
* Assessment criteria
* Monitoring of student learning
* Feedback to students
* Student self-assessment and monitoring of program
* **Possible examples of each element**

***Assessment criteria***

* After the teacher describes the assignment for the persuasive essay, he leads the students in developing the rubric that will be used to assess the work.
* The directions for the assessment options for the lesson include points for each choice as well as the total number of points that must be earned.

***Monitoring of student learning***

* The teacher looks at the responses as the students hold up their white boards.
* The teacher walks from group to group, listening to each group’s discussion and providing feedback or direction, as appropriate.

***Feedback to students***

* In the speech class, students score from a rubric and then give critiques of peer presentations.
* Using their individual white boards, students write their solutions to a math problem. The teacher then reveals the correct answer on the interactive whiteboard.

***Student self-assessment and monitoring of program***

* As a part of the group project, the students complete a questionnaire on how the group worked together, what problems the group had, and how those problems were solved by the group.
* A student comes to the teacher after class and asks for clarification about the teacher’s suggestion on a returned paper.

***Engaging Students in Learning - Component 3d***

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| **Domain 3:** | **Instruction** | | | |
| ***3d: Using Assessment in Instruction*** | While assessment of learning has always been and will continue to be an important aspect of teaching (it is important for teachers to know whether students have learned what the teacher intended), assessment ***for*** learning has increasingly come to play an important role in classroom practice and is an integral part of instruction. In order to assess student learning for the purposes of guiding their instruction, teachers must have their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.  Of course, a teacher’s actions in monitoring student learning, while they may superficially look the same as monitoring student behavior, have a fundamentally different purpose. When a teacher is monitoring student behavior, he or she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether students require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but in each case, his or her purpose in doing do is quite different.  Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter, the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Teachers at high levels of performance teach students the necessary skills of monitoring their own learning against clear standards.  **Elements of Component 3d are:**   * **Assessment Criteria** * *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria by which they will be evaluated.* * **Monitoring of student learning:**   + *A teacher’s skill in eliciting evidence of student understanding is one of the true marks of expertise. This practice is not a hit-or-miss effort; how the evidence of student understanding will be collected is planned carefully in advance. Even after careful planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.* * **Feedback to students:**   + *Feedback of learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. In order for feedback to be effective, feedback must be timely, constructive, and substantive, providing students the guidance they need to improve their performance.* * **Student self-assessment and monitoring of progress:**   + *The culmination of student assumption of responsibility for their learning is when students monitor their own learning, and take appropriate action. Of course, they can only do this self-assessment if the criteria for learning are clear, and if they have been taught the skills of checking their work against that established criteria.*   **Indicators include:**   * Teacher paying close attention to evidence of student understanding * Teacher posing specifically-created questions to elicit evidence of student understanding * Teacher circulating to monitor student learning and to offer feedback * Students assessing their own work against established criteria * Teacher adjusting instruction in response to evidence of student understanding (or lack of it) | | | |
| **Domain 3: Instruction**  Component 3d: Using Assessment in Instruction  **Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress | | | | | | |
| **Element** | | **Level of Performance** | | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | |
| **Assessment criteria** | | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. | |
| **Monitoring of  student learning** | | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. | |
| **Feedback to students** | | Teacher’s feedback to students is of poor quality and not provided in a timely manner. | Teacher’s feedback to students is uneven, and its timeliness is inconsistent. | Teacher’s feedback to students is timely and of consistently high quality. | Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. | |
| **Student self-assessment and monitoring of progress** | | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. | |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Demonstrating Flexibility and Responsiveness - Component 3e***

In a factory, engineers can create assembly lines that allow the management to plan exactly how long the lines must run to prepare exact numbers of widgets, with all of those widgets meeting an expected standard. Classrooms, however, are not assembly lines, and teachers are not making widgets. The classroom is full of individuals, and the school is full of more individuals. Working with that many people means the proficient teacher knows how to be flexible with changes as changes occur, how to tweak planned instruction to meet the needs of the students, and how to try something new when one method or approach does not produce the expected results.

Being flexible means the teacher knows how to deal with change. The change may be a change in the schedule, or it may mean a needed change in the method or activity that was planned. Unexpected events happen: fire drills, locker searches, assemblies that go longer than planned, an unexpected visit from a local fireman. Effective teachers know how to efficiently handle those unplanned scheduling issues and how to smooth out any glitches that the changes create. However, effective teachers are also sensitive to those times when even a planned activity or assignment needs to be changed or modified. That may mean stopping a lesson that begins to drag and inserting a pick-me-up to pique the students’ interests. No matter how good a lesson looks on paper, if the students are not responding, effective teachers take responsibility and are willing to stop and try something different. Being prepared to make adjustments necessitates having back-up plans, something that can be grabbed quickly when the original plan is not working. Effective teachers have the knowledge and skills to make necessary lesson adjustments go smoothly.

Not every student is always going to reach the objective as the teacher has planned. Sometimes, the students may need additional examples or more in-depth instructions. Persistence means that teachers know how to provide alternative activities, phrase the definition in a different way, or model an additional problem until the students achieve the lesson’s objective. Teachers who can listen to and analyze the questions that are being asked or the mistaken responses that are being given, and who can then approach the instruction from a different direction, are the teachers who will be most successful in reaching students.

***Demonstrating Flexibility and Responsiveness - Component 3e***

* **Elements of component 3e**
* Lesson adjustment
* Response to students
* Persistence
* **Possible examples of each element**

***Lesson adjustment***

* Because of a fire drill, the teacher is unable to complete the review, so she reschedules the exam.
* After walking around to monitor the assignment during geometry, the teacher says, “I notice several of you are having difficulty with problem 4. Let’s look at that for a minute”, and leads the class in a step-by step modeling of the solution.

***Response to students***

* A second grader brings in a piece of a blue spotted egg. The teacher finds pictures of the complete egg and the mother bird to show to the class.
* In a history class after lunch, the teacher notices that few students are participating in the discussion. He stops to lead them in a series of lively stretching exercises.

***Persistence***

* The teacher sits next to a kindergartener who is struggling with a dot-to-dot activity of letters of the alphabet and quietly sings the alphabet song with the student. With her help, the student is able to complete the picture.
* The teacher asks the reading specialist for help with an ELL student who is having trouble with a research project. They develop an alternative rubric for this student’s work.

***Demonstrating Flexibility and Responsiveness - Component 3e***

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| **Domain 3:** | **Instruction** |
| ***3e: Demonstrating Flexibility and Responsiveness*** | “Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled and best prepared teachers will, on occasion, find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.  **Elements of component 3e are:**   * **Lesson adjustment:**   + *Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.* * **Response to students:**   + *Occasionally during a lesson, an unexpected event will occur, which presents a true “teachable moment”. It is a mark of considerable skill for the teacher to be able to capitalize on such opportunities.* * **Persistence:**   + *Committed teachers do not give up easily; when students encounter difficulty in learning, these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.*   **Indicators include:**   * Incorporation of student interests and events of the day into a lesson * Visible adjustment in the face of student lack of understanding * Teacher seizing on a “teachable moment” |

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| **Domain 3:** **Instruction**  Component 3e: Demonstrating Flexibility and Responsiveness  **Elements:** Lesson adjustment • Response to students • Persistence | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Lesson adjustment** | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
| **Response to students** | Teacher ignores or brushes aside students’ questions or interests. | Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students’ questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| **Persistence** | When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

**Domain 4**

## Professional Responsibilities

Professional educators demonstrate their commitment before, during, and after the lesson. Domain 4, Professional Responsibilities, focuses on the acts that occur after the actual teaching event, and these acts are as important, if not more so, as the lesson itself. With experience, teachers understand the value of reflection for the purpose of improving and planning future instruction. Effective teachers reflect in order to evaluate strengths and weaknesses of lessons, referring to their reflection records to strengthen their teaching.

In addition, professional teachers communicate and collaborate with families and colleagues. Effective educators make a point to include parents and engage families in the instructional program through scheduled conferences, phone calls, written notes, and invitations to upcoming school and classroom events. In addition, teachers build supportive relationships with one another and share in cooperative team planning. They welcome feedback and continually strive to make decisions based on the highest professional standards.

**Components:**

* 4a: Reflecting on Teaching
* 4b: Maintaining Accurate Records
* 4c: Communicating with Families
* 4d: Participating in a Professional Community
* 4e: Growing and Developing Professionally
* 4f: Demonstrating Professionalism

Reflecting on Teaching - Component 4a

Reflection can be a challenging task for teachers. In the beginning, reflection and judging one’s own performance may feel awkward. Teachers are often so caught up in meeting the demands of the day, they barely have time to stop and reflect on how the lessons went. However, with experience, teachers gain skill in determining whether students achieved the learning goals set forth, and teachers are able to self-assess in terms of strengths and weaknesses- what is successful and what needs improvement? Teachers need to ask themselves, “What could I have done today to make this lesson better? What seemed to work today? How do I know?” Pinpointing specific actions or student responses that support judgments indicates that the teacher is aware of how to evaluate instruction.

The teacher should articulate via notebook, lesson plans, reflection log, or other medium, how the strengths and weaknesses of each lesson inform future instruction, and strategies should include having a specific plan of action to remediate students who do not reach the learning outcomes. The effective teacher must also extend the learning of students who “got it”.

Reflecting on Teaching - Component 4a

* **Questions teachers may ask themselves during reflection**:
* Was the instructional objective met? Did students learn what was intended?
* Were the students intellectually engaged? What evidence supports this response?
* Were the instructional plans altered as the lesson was taught? What were the reasons for the adjustment?
* What would have further enhanced this lesson (additional assistance, support, and/or resources)?
* If the lesson were taught again to the same group of students, would anything be changed? What? What evidence supports this response? Give specific examples.
* **Elements of component 4a**
* Accuracy
* Use in future teaching
* **Possible examples of each element**

***Accuracy***

* The teacher discusses the success of the lesson, its effectiveness, and its ability to reach the desired goals. Questions such as “How did the lesson go?” and “Did the students learn the content?” aid the teacher in exploring the effectiveness of the lesson.
* The teacher cites specific examples from the lesson that demonstrate areas for improvement. The teacher says, “I needed a bigger book so all students could see the pictures. Students needed more time to respond during the written activity.”

***Use in future teaching***

* The teacher analyzes the lesson and explains how to make it better. He comments, “The lesson went well, but next time I might have fewer students in a group.”

Reflecting on Teaching - Component 4a

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| **Domain 4:** | **Professional Responsibilities** |
| ***4a: Reflecting on Teaching*** | Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, with specificity and with the ability to use what has been learned in future teaching is a learned skill; mentors, coach leaders, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.  **Elements of component 4a are:**   * **Accuracy:**    + *As teachers gain experience, their reflections on their teaching practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. The reflections are accurate, and teachers can provide specific examples from the lesson to support their judgments.* * **Use in future teaching:**    + *In order for reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their teaching practice. As their experience and expertise increase, teachers draw on an ever-expanding repertoire of strategies to inform these plans.*   **Indicators include:**   * Accurate reflections on a lesson. * Citations of adjustments to practice, drawing on a repertoire of strategies. |

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| **Domain 4: professional responsibilities**  Component 4a: Reflecting on Teaching  **Elements:** Accuracy • Use in future teaching | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Accuracy** | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| **Use in future teaching** | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Maintaining Accurate Records - Component 4b***

Record keeping is an important tool for both teachers and learners in the classroom. Accurate records help the teacher plan, organize, and create the best learning environment for students. Records are used for tracking student assignments, for documenting student progress, and for maintaining information on non-instructional activities (e.g., work orders, purchase orders, lunch counts, attendance, tardies, etc.). Records can be kept officially by the classroom teacher, and informally by both the teacher and students.

Teachers use a variety of methods to gather artifacts and to create a record-keeping system. The system may be different in every classroom and might include checklists, running records, teacher observation notes, portfolios, reading response journals, writing notebooks, individual student folders, and class record charts. The teacher observes students working together on a project and uses a checklist containing specific skills or activities the students are working on. The checklist provides a place for the teacher to mark a skill that is giving the students difficulty. The teacher also includes observational notes or makes comments about the students’ progress. Interpreting the records helps the teacher and students understand strengths and weaknesses. It helps the teacher deal effectively with the students’ needs, and serves to extend student learning. Student assessment records provide teachers, students, and parents with a clear picture of growth and achievement. An efficient record-keeping system yields valuable information that cannot be gleaned from a traditional report card or standardized test.

Not all classroom activities are directly related to the act of teaching, but the teacher spends a varying amount of time with such non-instructional duties. With organization by the teacher and with student participation, time spent taking attendance or collecting homework is minimized. For example, an attendance sheet is placed on a table near the door and students sign in as they enter the classroom. A filing system is created for completed homework. A mark of an expert educator is that record-keeping becomes a routine and does not require much effort.

***Maintaining Accurate Records - Component 4b***

* **Elements of component 4b**
* Student completion of assignments
* Student progress in learning
* Non-instructional records
* **Possible examples of each element**

***Student completion of assignments***

* Students participate in the record-keeping system and know which assignments have been completed and which are still outstanding.
* The teacher has a basket labeled, “Finished Work” on a table in which students drop their completed assignments. A class roster is attached to a clipboard; students check off the assignment when it has been completed.
* *Negative evidence*: When Mrs. Jones asks about her daughter’s progress, teacher cannot tell Mrs. Jones exactly what assignments her daughter is missing.

***Student progress in learning***

* The teacher tracks student learning using checklists, portfolios, and anecdotal notes. The students are active participants in tracking their learning. This information is used in planning lessons and in reporting to parents.
* The teacher says, “I’m going to listen to you read orally for fluency. When we are finished, I would like you to add your words per minute to the chart and graph your progress.”
* *Negative evidence*: The teacher does not keep current the online grade book. Grades and lesson plans have not been updated in three weeks.

***Non-instructional records***

* The teacher keeps non-instructional records that help maintain a smooth classroom. Permission slips for field trips, school lunch money, and school picture forms are examples of non-instructional records that must be kept accurately.
* The teacher asks students to “file" their permission slips in the blue folder and check off their name on the class chart.
* *Negative Evidence:* The teacher counted band members absent who were out on a school trip.

***Maintaining Accurate Records - Component 4b***

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| **Domain 4** | **Professional Responsibilities** |
| ***4b: Maintaining Accurate Records*** | An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record-keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital as these records inform interactions with students and their families.. Accurate records also allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of summative assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.  **Elements of component 4b are:**   * **Student completion of assignments:**   + *Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students’ success in completing them.* * **Student progress in learning:**   + *In order to plan instruction, teachers need to know where each student “is” in his or her learning. This information may be collected formally or informally, but must be updated frequently*.   + **Non-instructional records:** *Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures*.   **Indicators include:**   * Routines and systems that track student completion of assignments * Systems of information regarding student progress against instructional outcomes * Processes of maintaining accurate non-instructional records |

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| **Domain 4: professional responsibilities**  Component 4b: Maintaining Accurate Records  **Elements:** Student completion of assignments • Student progress in learning • Noninstructional records | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Student completion of assignments** | Teacher’s system for maintaining information on student completion of assignments is in disarray. | Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher’s system for maintaining information on student completion of assignments is fully effective. | Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. |
| **Student progress  in learning** | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective. | Teacher’s system for maintaining information on student progress in learning is fully effective. | Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| **Noninstructional records** | Teacher’s records for non­instructional activities are in disarray, resulting in errors and confusion. | Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | Teacher’s system for maintaining information on noninstructional activities is fully effective. | Teacher’s system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Communicating with Families - Component 4c***

Educators create partnerships with families/guardians of students to support student learning. Ongoing communication between the teacher and a student’s family/guardian is fundamental to this partnership and increases the sense of community from home to school. Sharing classroom procedures, sending notification regarding upcoming school and classroom events, and conveying information about students’ academic progress are ways to involve the students’ families/guardians and make them feel that they are part of the instructional team. Teachers send class newsletters and schedule back-to-school nights to meet the students’ families/guardians and explain classroom goals and events.

Family involvement enhances academic performance. Research shows that children perform better in school when their families/guardians communicate with teachers and become involved in the educational process. In effective partnerships, students’ families/guardians and teachers educate each other during open, two-way communication. Report cards and conferences are used periodically throughout the school year, and teachers also communicate by sending a note home or by making a phone call. A teacher may phone a student’s family/guardian to celebrate a child’s success or the teacher’s contact may be to share a concern about the child. Teachers strive to make these interactions as productive as possible by treating sensitive subjects with honesty and goodwill. Maintaining respectful and productive communication enables the teacher and the family/guardian of the student to work together to help the student succeed.

Families/guardians of students often want to be more involved in the educational process but are uncertain how to do so; therefore, schools initiate programs that include strong family involvement. In the elementary school, the teacher sends home books to be read aloud with the family or directions for an activity to be completed together. Older students may create a project with a family member. When families/guardians are engaged in the actual learning process and support activities in the home that reinforce the school curricula, communication is improved.

***Communicating with Families - Component 4c***

* **Elements of component 4c**
* Information about the instructional program
* Information about individual students
* Engagement of families in the instructional program
* **Possible examples of each element**

***Information about the instructional program***

* The teacher sends home a class newsletter that includes information on upcoming school events and curriculum goals for the following week.
* The teacher updates her Web page and includes information about standards that will be taught this week. This Web page is also a place to find examples of how to solve math problems.

***Information about individual students***

* The teacher keeps a phone log with dates, times, and comments from family/guardian communications.
* The Friday Folder has graded papers from the week and notes from the teacher about student progress. There are comment lines to use if the student’s family/guardian wishes to ask questions or make comments.
* *Negative evidence*: The report card reveals an ‘F’ in English. The family/guardian of the student calls the principal and is upset because there had been no advance notification from the English teacher that the student was in academic trouble.

***Engagement of families in the instructional program***

* Families/guardians are invited to a literacy night where reading and writing activities are organized for families/guardians and the students.
* The teacher sends a survey home with the question: “What are your child’s experiences in English class? How would you describe your child as a learner?”

***Communicating with Families - Component 4c***

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| **Domain 4:** | **Professional Responsibilities** |
| ***4c: Communicating with Families*** | Although the ability of families/guardians to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, and about individual students, and teachers invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.  **Elements of component 4c are:**   * **Information about the instructional program:**    + *Frequent information is provided to families, as appropriate, about the instructional program*. * **Information about individual students:**    + *Frequent information in provided to families, as appropriate, about students’ individual progress.* * **Engagement of families in the instructional program:**    + *Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.*   **Indicators include:**   * Frequent and culturally appropriate information sent home regarding the instructional program and student progress * Frequent Two-way communication between the teacher and families * Frequent opportunities for families to engage in the educational process |

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| **Domain 4:** **professional responsibilities**  Component 4c: Communicating with Families  **Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Information about the instructional program** | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school’s activities for family communication but offers little additional information. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher provides frequent information to families, as appropriate, about the instructional program. Students  participate in preparing materials for their families. |
| **Information about individual students** | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| **Engagement of families in the instructional program** | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher’s efforts to engage families in the instructional program are frequent and successful. | Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Participating in a Professional Community - Component 4d***

The professional responsibilities of a teacher extend beyond merely instructing in the classroom. Teachers spend a significant amount of time serving on committees, organizing school functions, and attending professional development sessions. The concept of a professional community rests on the premise of improving student learning by improving teaching practice. Professional communities can be a significant force for empowering staff and can lead to school change and improvement, and increased student outcomes.

Building relationships with colleagues is an important element of the professional community. Teachers plan together during common planning periods, as well as share strategies and materials. The professional community is characterized by mutual support and respect in an effort to search continuously for ways to improve teaching practice. The supportive relationship sets the tone for the school as teachers collaborate to make decisions around shared concerns.

Teachers in a strong professional community believe in a culture of inquiry. Studying the latest research or participating in a book study regarding best teaching practices reinforces the goals of effective educators to continue learning throughout their teaching career. Continuing education means striving to learn, long after a degree is obtained, because the biggest resource within a school is the collective expertise of its teachers. Teaching should be a personal, but not a private, action; therefore, teachers should be willing to collaborate and share ideas with one another. Research shows that teachers who feel they are supported in teaching and feel a part of a strong learning community choose to remain in the education profession. Classrooms can be used as a “lab”- a place for teachers to model or showcase a method or strategy that is working well. This type of professional development allows teachers to observe expert teaching in order to improve their own practice. It is job-embedded and ongoing and becomes a process rather than a one-time event.

“Other duties as assigned” is a statement often used to indicate that there is more to being a teacher than just teaching. Dedicated staff members understand the importance of service to the school. Duties can range from organizing an economics fair to setting up for a poetry night, or from serving as a mentor to a novice teacher to serving on a personnel policy committee.

This important work often requires the teacher to assume a leadership role. For example, it might be that the teacher is asked to attend a workshop during school hours, a workshop that focuses on a specific teaching practice. The teacher is expected to return to school and share the information with colleagues. While preparing lessons for a substitute can be demanding, professional educators feel they are making a substantial contribution to the school or district by attending such workshops in order to stay abreast of the newest educational practices. In order for a school to operate smoothly, teachers have many opportunities to serve. These additional responsibilities help create a positive culture for the entire school community.

***Participating in a Professional Community - Component 4d***

* **Elements of component 4d**
* Relationships with colleagues
* Involvement in a culture of professional inquiry
* Service to the school
* Participation in school and district projects
* **Possible examples of each element**

***Relationships with colleagues***

* Ms. Smith, who has been teaching 20 years, shares her ideas and materials with a first-year teacher when planning a unit on poetry.
* Together, the science teachers plan a unit during their common planning period. They work together to create several formative assessments. One teacher cites specific examples from a previously taught lesson that demonstrate areas for improvement. The teacher says, “I needed a bigger book so all students could see the pictures. Students needed more time to respond during the written activity.”

***Involvement in a culture of professional inquiry***

* Teachers attend professional development training sessions to learn more about the Teacher Excellence Support System (TESS).
* Teachers participate after school in a professional book study with the literacy specialist. The teachers read about new writing-to-learn strategies and discuss ways to implement these strategies into their own lessons.

***Service to the school***

* Teachers serve on the school improvement committee and search for new ways to improve math scores.
* Teachers work in teams to plan a “boot camp” for the 7th and 8th graders. They organize the rotation schedule and discuss topics of study based on the weakest skills from the previous formative assessment data. They are preparing students for the upcoming state assessment.

***Participation in school and district projects***

* Four 6th grade teachers attend a writing training and work together to implement a new writing model for their students. The teachers present the new information at the faculty meeting.
* The 9th grade teachers travel to a technology conference. They study the latest research and discuss ideas for next year. The district technology coordinator calls on these teachers for input for the district technology plan.

***Participating in a Professional Community - Component 4d***

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| **Domain 4** | **Professional Responsibilities** |
| **4d: Participating in a Professional Community** | Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with the full potential of a school realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.  **Elements of component 4d are:**   * **Relationships with colleagues:**    + *Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.* * **Involvement in a culture of professional inquiry:**    + *Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.* * **Service to the school:**    + *Teachers’ efforts move beyond classroom duties to contributing to school initiatives and projects.* * **Participation in school and district projects:**    + *Teachers contribute to and support larger school and district projects that are designed to improve the professional community.*   **Indicators include:**   * Regular teacher participation with colleagues to share and plan for student success * Regular teacher participation in professional courses or communities that emphasize improving practice * Regular teacher participation in school initiatives * Regular teacher participation and support of community initiatives |

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| **Domain 4: professional responsibilities**  Component 4d: Participating in a Professional Community  **Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Relationships with colleagues** | Teacher’s relationships with colleagues are negative or  self-serving. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative  in assuming leadership among  the faculty. |
| **Involvement in a culture of  professional inquiry** | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school’s culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting a culture of professional inquiry. |
| **Service to the school** | Teacher avoids becoming involved in school events. | Teacher participates in school events when specifically asked. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. |
| **Participation in school and district projects** | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Growing and Developing Professionally - Component 4e***

A professional educator wants to grow, not simply survive. An effective teacher understands that a true professional is one who is always growing in the most current, best teaching practices. Maintaining an attitude of lifelong learning, especially in the areas of content knowledge, pedagogy, and technology, is the key to growing professionally. An effective educator stays abreast of the current educational research by reading journals, attending seminars, surfing the internet, communicating with friends in the industry, and attending conferences. Ongoing learning is the mark of a true professional.

Teaching is a challenging, complex profession, and there is no such thing as a perfect teacher or a perfect lesson. Through reflection and feedback, all teachers can find ways to improve their teaching. A reflective practitioner is a teacher who is continually evaluating the teaching practice. The teacher seeks advice from both supervisors and other teachers, and has a willingness to hear suggestions with an open mind. Teachers learn from one another and provide ideas for improving areas of weakness. With teamwork, teachers can share their own experiences and learn from the experiences of their peers; they can study their own teaching practices and develop new methods of teaching that fit their individual needs as well as the needs of their students.

The effective educator contributes to the education profession. Contributions might include participating or leading study groups; conducting research and sharing data with colleagues; and/or serving on a local or state committee, such as a textbook or curriculum committee. As a teacher gains expertise, it is common to see the teacher present at conferences, mentor a novice teacher, and/or supervise a student teacher. Contributing to the knowledge and practice of other educators is part of contributing to the education profession.

***Growing and Developing Professionally - Component 4e***

* **Elements of components 4e**
* Enhancement of content knowledge and pedagogical skill
* Receptivity to feedback from colleagues
* Service to the profession
* **Possible examples of each element**

***Enhancement of content knowledge and pedagogical skill***

* The teacher attends professional development training to develop skills using the Smart Board. The teacher then uses an interactive Smart Board activity in her classroom.
* The teacher attends a workshop to learn how to conduct a Socratic Seminar.

***Receptivity to feedback from colleagues***

* The teacher invites colleagues into the classroom to observe and welcomes feedback. The teacher uses suggestions to enhance student learning.
* The math teacher asks a colleague to observe a class to receive feedback on areas of strengths and weaknesses. When the colleague observes a 7th grade math class, the colleague notes that students are not coming to attention. The colleague suggests using a bell to bring students to order. The math teacher welcomes the suggestion and finds the bell works beautifully.

***Service to the profession***

* The teacher initiates the formation of a study group and invites colleagues to join in.
* The teacher submits a proposal and is accepted to present a session at the state reading conference.

***Growing and Developing Professionally - Component 4e***

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| **Domain 4:** | **Professional Responsibilities** |
| ***4e: Growing and Developing Professionally*** | The complexity of teaching requires continued growth and development. Continuing to stay informed and current, as well as increasing their skills, allow teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.  **Elements of component 4e are:**   * **Enhancement of content knowledge and pedagogical skill:**    + *Teachers remain current by taking courses, reading professional literature, and staying informed on the evolution of thinking regarding instruction.* * **Receptivity to feedback from colleagues:**    + *Teachers actively pursue networks that provide collegial support and feedback*. * **Service to the profession:**    + *Teachers serve in professional organizations to enhance their personal practice and to provide leadership and support to colleagues.*   **Indicators include:**   * Frequent teacher attendance in courses and workshops; regular academic reading * Participation in learning networks with colleagues; feedback freely shared * Participation in professional organizations supporting academic inquiry |

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| **Domain 4: professional responsibilities**  Component 4e: Growing and Developing Professionally  **Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Enhancement of content knowledge and pedagogical skill** | Teacher engages in no professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| **Receptivity to feedback  from colleagues** | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues. |
| **Service to the profession** | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher finds limited ways to contribute to the profession. | Teacher participates actively in assisting other educators. | Teacher initiates important activities to contribute to the profession. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***

***Showing Professionalism - Component 4f***

Effective educators are, first and foremost, role models. Professional educators lead by example and always have the best interests of the students at heart. In other words, effective educators show professionalism. They demonstrate honesty, integrity, and confidentiality. Professional behavior is not something that is put on and taken off. Rather, it is at the very core of the educators who put students and their well-being ahead of everything else in their professional lives.

Professional teachers believe in and understand the needs of students, ensuring the academic, physical, and social needs of the students are met. These teachers recognize the importance of advocacy for student well-being and actively engage in ensuring students are supported in the learning environment. Professional teachers know the signs of physical abuse and take seriously the laws governing the reporting of such abuse. The teachers recognize students’ physical needs and whether or not they are being met. When they are not, teachers showing professionalism are willing to step in and work toward a resolution to the problem.

Committed teachers show professionalism by advocating for all students, regardless of the struggles the students may face. Showing professionalism means recognizing that all students deserve a chance to succeed and work to ensure all the educators in the school are doing their best to help the underserved students make progress.

A strong commitment to the profession is what stands out in educators who believe in high standards. Effective educators actively seek professional leadership roles in the school, community, and educational organizations. Understanding that educational practices should be based upon the latest educational research, professional teachers embrace change, study data, and make decisions based on a thorough knowledge of educational issues.

Professional educators comply with school policies and procedures, influence colleagues to problem solve, and act to establish a positive and productive environment. Showing professionalism means sometimes taking the unpopular position of supporting policy when it is not altogether comfortable. It also means working with others to change policies that are outdated or that compromise the rights of students and teachers.

***Showing Professionalism - Component 4f***

* **Elements of components 4f**
* Integrity and ethical conduct
* Service to students
* Advocacy
* Decision making
* Compliance with school and district regulations
* **Possible examples of each element**

***Integrity and Ethical Conduct***

* When a colleague “borrows” money for lunch from the collected school picture money, the teacher offers to buy the colleague lunch instead, noting it is not appropriate to take money from the picture fund.

***Service to Students***

* When a second grader comes to school without lunch several days in a row, his teacher provides lunch and consults the counselor about arranging for the student’s participation in the Food-For-Kids program.
* Several students in the 7th grade PE class do not have appropriate shoes. The teacher contacts the parents and works with them to acquire the appropriate footwear.

***Advocacy***

* After a bullying incident at her school, a concerned teacher researches and presents information regarding bullying prevention at the staff meeting.

***Decision Making***

* At the department meeting, the teacher reports student data and shares ideas for incorporating nonfiction writing strategies in daily instruction.
* A second grade teacher leads a grade-level team meeting and recommends additional Tier 2 math interventions for students.

***Compliance with School and District Regulations***

* The teacher organizes a district team to discuss revisions to an existing policy regarding cell phones in class.
* When colleagues complain about the dress code for teachers, a teacher says, “I agree with the code. We need to be professional and set a good example for our students.”

***Showing Professionalism - Component 4f***

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| **Domain 4:** | **Professional Responsibilities** |
| ***4f: Showing Professionalism*** | Expert teachers demonstrate professionalism in both service to students and service to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how doing so might challenge long-held assumptions, past practice, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known, and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making: with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but they are willing to work to improve those that may be outdated or ineffective.  **Elements of component 4f are:**   * **Integrity and ethical conduct:**   + *Teachers act with integrity and honesty*. * **Service to students:**   + *Teachers put students first in all considerations of their practice*. * **Advocacy:**   + *Teachers support their students’ best interests, even in the face of traditional practice or beliefs*. * **Decision-making:**   + *Teachers solve problems with students’ needs as a priority.* * **Compliance with school and district regulations:**   + *Teachers adhere to policies and procedures.*   **Indicators include:**   * Teacher has a reputation as someone who can be trusted and is often sought as a sounding board. * During committee or planning work, teacher frequently reminds participants that the students are the utmost priority. * Teacher will support students, even in the face of difficult situations or conflicting policies. * Teacher challenges existing practice, in order to put students first. * Teacher consistently fulfills school district mandates regarding policies and procedures. |

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| **Domain 4:** **professional responsibilities**  Component 4f: Showing Professionalism  **Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations | | | | |
| **Element** | **Level of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Integrity and ethical conduct** | Teacher displays dishonesty in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| **Service to students** | Teacher is not alert to students’ needs. | Teacher’s attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |
| **Advocacy** | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| **Decision making** | Teacher makes decisions and recommendations based on self-serving interests. | Teacher’s decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| **Compliance with school and district regulations** | Teacher does not comply with school and district regulations. | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher complies fully with school and district regulations. | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

***Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 2007***