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Connection Document of Observable Behaviors

This guide is designed to identify the observable behaviors that represent each of the elements in the Charlotte Danielson Teacher Performance Rubric.

To assist districts with the task of identifying observable behaviors aligned with the rubric, we have connected the elements in the rubric with the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Seider 2010).

Districts are encouraged to modify this document by adding their own district specific connections. Local assessments, local curriculum maps, pacing guides, local professional expectations are examples of the types of local connections that should be added to this guide.

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Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	Distinguished	Observable Behaviors
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	<ol style="list-style-type: none"> 1. Teaches the content found in the Curriculum Frameworks and the Common Core. 2. Teaches the district prescribed curriculum for the population 3. Is able to explain the information and skills contained in the Curriculum Frameworks and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum. 4. Is able to describe the specific pedagogy (in addition to the universal pedagogy found later in this and other Domains) for his or her student population.
Knowledge of prerequisite relationships	Teacher plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	<ol style="list-style-type: none"> 1. Plans for activating previous learning pgs 43-50 2. Plans ways to connect to previous learning pgs. 55-56
Knowledge of content related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline anticipating student misconceptions.	<ol style="list-style-type: none"> 1. Plans reflect the appropriate selection of the strategies found later in this rubric and in chapters 1-7 of the instructional strategies book.

Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Elements	Distinguished	Observable Behaviors
Knowledge of child and adolescent development	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.	<ol style="list-style-type: none"> 1. Child development reference selected by the district 2. (Chapter 8) The Brain and Student Learning 3. Use age appropriate language
Knowledge of learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	<ol style="list-style-type: none"> 1. Introduction 2. Chapter 5 pp. 212-213 3. Chapter 6 4. Chapter 7 5. Chapter 8
Knowledge of students' skills, knowledge and language proficiency	Teacher displays understanding individual students' skills, knowledge and language proficiency and has a strategy for maintaining such information.	<ol style="list-style-type: none"> 1. Chapter 4 2. Chapter 5 3. Chapter 6, ELL essays pp.34-36, 71-72, 135-136, 198-199, 237-238, 304-305, 347-348, 377-380, 419-421, 456-458, 511-513 4. Understands the impact of cultural influences on student learning in a multilingual, multicultural and diverse classroom. (pgs. 265 – 266) 5. Effectively supports and communicates with families and students within a culturally and linguistically diverse school (pg. 419 and the sections on English Language Learners at the end of each chapter)
Knowledge of students' interests and cultural heritage.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	<ol style="list-style-type: none"> 1. Chapter 4, ELL essays pp. pp.34-36, 71-72, 135-136, 198-199, 237-238, 304-305, 347-348, 377-380, 419-421, 456-458, 511-513 2. Connecting to real world pp.56-58 3. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) (pgs. 417-419) 4. Works effectively with the parents of ELL students (pgs. 419-421) 5. Effectively demonstrates an understanding both the myths and impacts of family differences (income, nature and nurture) on student learning, intelligence, and family engagement (pgs. 320 – 322)
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	<ol style="list-style-type: none"> 1. Special education essays pp.33-34, 69-70, 131-135, 195-197, 236-237, 296-303, 345-346, 375-377, 417-419, 453-456, 506-510

Domain 1: Planning and Preparation
Component 1c: Selecting Instructional Outcomes

Elements	Distinguished	Observable Behaviors
Value, sequence, and alignment	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.	<ol style="list-style-type: none"> 1. Chapter 2: <ol style="list-style-type: none"> a. Connects to previous learning pgs 43-50, 55 – 56 b. Connecting to students own lives and the real world (pgs. 56-58) The teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson.
Clarity	All the outcomes are clearly, written in the form of student learning, and permit viable methods of assessment.	<ol style="list-style-type: none"> 1. Chapter 1: mastery objectives and language objectives <ol style="list-style-type: none"> a. Mastery objectives (pgs. 11-13, 39-40) and their communication b. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	<ol style="list-style-type: none"> 1. Chapter 1 2. Chapter 2 3. Student self assessment (pgs. 159-170) 4. Performance assessments (pgs. 150 – 154) 5. Incorporates effective reading and writing coaching (pgs. 60 – 61) 6. Uses effective questioning techniques and calling-on patterns to fosters high-student participation (212 – 213, 229 – 235) and effective group work (pgs. 165 – 169, 280) 7. Implements the use of student self-assessments as a way of increasing student ownership and initiative over their use of reading, writing, speaking, and listening (pgs. 151 – 170) 8. Impact of use of visuals on learning (pgs. 54 – 55) 9. Clear directions (pgs. 59 – 60)
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	<ol style="list-style-type: none"> 1. Choose outcomes based on the concepts of effective assessment found in Chapter 4 2. Student self assessment (pgs. 159-170) 3. Performance assessments (pgs. 150 – 154)

Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources

Elements	Distinguished	Observable Behaviors
Resources for classroom use	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.	<ol style="list-style-type: none"> 1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews
Resources to extend content knowledge and pedagogy	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.	<ol style="list-style-type: none"> 1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews
Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	<ol style="list-style-type: none"> 1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews

Domain 1: Planning and Preparation
Component 1e: Designing Coherent Instruction

Elements	Distinguished	Observable Behaviors
Learning activities	Learning activities are highly suitable to diverse learner 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.	<ol style="list-style-type: none"> 1. Chooses activities base on the knowledge of Chapter 6
Instructional materials and resources	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.	<ol style="list-style-type: none"> 1. Uses appropriate technology to increase student motivation and mastery 2. Provisioning materials (pg. 92)

Elements	Distinguished	Observable Behaviors
Instructional groups	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.	<ol style="list-style-type: none"> 1. Flexible grouping pg. 280 2. Student to student interactions: <ol style="list-style-type: none"> a. Effective turn and talk (embedded and monitored) b. Effective processing partners pgs. 209-211, 230 (embedded and monitored) c. All 11 components of effective group work pgs. 91-96 d. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time) e. Students are respectful of other students comments and ideas pgs. 81-82 f. Creates a space that facilitate student to student contact pgs. 82-85 g. Wait time II pgs. 222-225 to encourage more student to student interaction during question and answer sessions
Lesson and unit structure	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.	<ol style="list-style-type: none"> 1. Chapter 1: Standards-based Planning and Teaching 2. Standards-Base Unit planning pgs. 22-25 3. Uses essential questions (a.k.a. important concepts) pgs. 22, 52. 4. Teacher can explain how the skills taught in school transfer to life outside of school 5. Blooms taxonomy pg. 288 6. Essay on special education students and English language learners found at the end of each chapter. 7. (Chapter 1) Standards-Based Planning and Teaching 8. Differentiated instruction lesson planning gb 252-257, 29 9. Mastery objectives pgs. 11-13, 39-40 and their communication <ul style="list-style-type: none"> • Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why 10. Activators pgs. 43-50 11. Summarizers pgs. 62-68 12. All 11 components of effective group work pgs. 91-96 13. Flexible grouping pg. 280 14. Provisioning materials pg. 92 15. Uses appropriate technology to increase student motivation and mastery

Domain 1: Planning and Preparation
Component 1f: Designing Student Assessments

Elements	Distinguished	Observable Behaviors
Congruence with instructional outcomes	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.	<ol style="list-style-type: none"> 1. See the planning components found in Domain 1 2. Chapter 4 3. An alignment of the practices in chapter 4 with the practices in chapter 1
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	Chapter 4: <ol style="list-style-type: none"> 1. Rubrics and other scoring guides that clearly articulate quality of work. 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pgs. 174-189) 3. Student self assessment (pgs. 159-170)
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Chapter 4: <ol style="list-style-type: none"> 1. Formative Assessments (pgs. 147 – 148) 2. Dipsticking (pgs. 206-207) 3. Performance assessments (pgs. 150 – 154)
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	<ol style="list-style-type: none"> 1. (Chapter 4) Using Teacher-Made, Local, and State Assessments to Inform Instruction 2. (Chapter 6) Differentiating Instruction to Meet the Needs of Diverse Learners 3. Essays on teaching English language learners and special education students at the end of each chapter 4. Knows which assessments should be analyzed to better understand student performance and the impact of his or her teaching on student performance. 5. Is able to explain the assessment data for individuals and groups of students for whom he or she is responsible and explain specific actions he or she can take to improve student performance. 6. When communicating with colleagues about student assessment data demonstrates the characteristics of the team norms (see sample team norms on pg. 463 and team norms self assessment (pg.467) and works to bring the group to the highest stages (pg. 464) of Collegial Professional Development Groups. <ul style="list-style-type: none"> • <i>[insert here: 1. the names of the district's assessments teacher are expected to use in their practice 2. Descriptions of observable behaviors that will indicate the teacher is using the data from these assessments to adjust practice]</i>

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Elements	Distinguished	Observable Behaviors
Teacher interaction with students	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.	<ol style="list-style-type: none"> 1. Chapter 3 pp. 80-81 2. Creates, supports and maintains effective, positive and healthy teacher-student relationships and ensures that all classroom adults do the same (pg. 80) 3. Fosters a supportive classroom environment in which there are effective, healthy student – to – student interactions (pg. 81) 4. Clear expectations and student self-a Demonstrates all nine components of effective classroom management (Chapter 3) 5. Creates a safe intellectual environment by doing the following: 6. Supportive responses to incorrect answers (pgs. 227-229) 7. Builds supportive student-to-student relationships (pgs. 81-82) 8. “Inviting” student questions (pg. 235: invitational questions) 9. Clear expectations and student self-assessment of behavior (pgs. 110 – 115)
Student interaction with other students	Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.	<ol style="list-style-type: none"> 1. Chapter 3 pp. 81-82, 2. Chapter 6 self assessments pp. 112-115, 165, 168 3. Student to student interactions: <ol style="list-style-type: none"> a. Effective turn and talk (embedded and monitored) b. Effective processing partners (pgs. 209-211, 230: embedded and monitored) c. All 11 components of effective group work (pgs. 91-96) d. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time) e. Students are respectful of other students comments and ideas (pgs. 81-82) f. Creates a space that facilitate student to student contact (pgs. 82-85) g. Wait time II (pgs. 222-225) to encourage more student to student interaction during question and answer sessions

Domain 2: The Classroom Environment
Component 2b: Establishing a Culture of Learning

Elements	Distinguished	Observable Behaviors
Importance of content	Students demonstrate through their active participation, curiosity and taking initiative that they value the importance of the content.	<ol style="list-style-type: none"> 1. Chapter 2 and Chapter 7 2. Cultivates an environment of student self advocacy (pgs. 508-512) 3. Is able to describe the specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her student population. 4. Is able to explain the information and skills contained in the State/Provence Standards and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum. 5. Teaches the content found in the State/Provence Standards and the Common Core. 6. Teaches the district prescribed for the population
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations of all students. Students appear to have internalized these expectations.	<ol style="list-style-type: none"> 1. Chapters 1, 4, 5, 6 and 7 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pgs. 174 – 189) 3. Student self – assessments (pgs. 159 – 170) 4. Modeling enthusiasm (pgs. 59, 312 – 313) 5. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 6. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery pgs. 2-3) 7. Cultivates an environment of student self advocacy (pgs. 508-512) 8. Chapter 7 Raising Students' Intelligence and Motivation (including the six components for increasing motivation listed on page 311) 9. Does not allow a single or small group of students to answer a disproportionate number of questions (pgs. 229-231) 10. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), 212-213 (students who answer "I don't know"), 213 (pushing students to answer thoroughly) 11. Students are respectful of other students' responses (pg. 229) 12. Learning styles inventory (pgs. 259-260) 13. The teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson (pgs. 56-58) 14. Wait time I and II (pgs. 222-225) to avoid discouraging student participation from those who process more slowly or ELLs.
Student pride in 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.	<ol style="list-style-type: none"> 1. Chapter 7 2. Modeling enthusiasm (pgs. 59, 312 – 313) 3. Student self – assessments (pgs. 159 – 170) 4. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 5. Cultivates an environment of student self advocacy (pgs. 508-512)

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Elements	Distinguished	Observable Behaviors
Management of instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	<ol style="list-style-type: none"> 1. Chapter 3 pp, 92-96 2. Chapter 6 3. All 11 components of effective group work (pgs. 91-96) 4. Flexible grouping (pg. 280)
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	<ol style="list-style-type: none"> 1. Chapter 3 2. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 86-107) 3. Consistency in classroom management (pgs. 86 – 96, 120) 4. Routines (pgs. 86 – 91)
Management of materials and supplies	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	<ol style="list-style-type: none"> 1. Chapter 3 provisioning pg. 92
Performance of non-instructional duties	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	<ol style="list-style-type: none"> 1. Chapter 3 2. Demonstrates all nine components of effective classroom management 3. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 86-107) 4. Consistency in classroom management (pgs. 86 – 96, 120) 5. Routines (pgs. 86 – 91)
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in collegial interactions.

Domain 2: The Classroom Environment

Component 2d: Managing Students Behavior

Elements	Distinguished	Observable Behaviors
Expectations	Standards of conduct are clear for all students and appear to have been developed with student participation.	<ol style="list-style-type: none"> 1. Chapter 3: <ol style="list-style-type: none"> a. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 86-107) b. Consistency in classroom management (pgs. 86 – 96, 120)
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	<ol style="list-style-type: none"> 1. Chapter 2 (processing partners pp. 209-210) 2. Chapter 3 3. Chapter 6 4. Consistency in classroom management (pgs. 86 – 96, 120) 5. Classroom space and use of proximity (pgs. 82 – 86) 6. Student self-assessment of behavior (pgs. 110 – 115)
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	<ol style="list-style-type: none"> 1. Chapter 3 2. Classroom management (Chapter 3) 3. Develops healthy relationships with students (pgs. 314 – 316) 4. Collaborates with mental health and school-based support staff to ensure all students have necessary support to be successful 5. Creates a safe learning environment by maintaining consistent classroom management to ensure students know how to respond appropriately in all situations (pgs. 86 – 91, 116 – 120,)

Domain 2: The Classroom Environment

Component 2e: Organizing Physical Space

Elements	Distinguished	Observable Behaviors
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	<p>Chapter 3</p> <ol style="list-style-type: none"> 1. Establishes clear rules, routines, and expectations related to academic expectations (pgs. 86-107) 2. Consistency in classroom management (pgs. 86 – 96, 120) 3. Routines (pgs. 86 – 91) 4. Student to student interactions: <ol style="list-style-type: none"> a. Effective turn and talk (embedded and monitored) b. Effective processing partners (pgs. 209-211, 230: embedded and monitored) c. All 11 components of effective group work (pgs. 91-96) d. Students are respectful of other students comments and ideas (pgs. 81-82) e. Creates a space that facilitate student to student contact (pgs. 82-85)
Arrangement of furniture and use of physical resources	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	<ol style="list-style-type: none"> 1. Chapter 3 2. Classroom space (pgs. 82 – 86)

Domain 3: Instruction

Component 3a: Communicating with Students

Elements	Distinguished	Observable Behaviors
Expectations for learning	Teacher makes a purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student's interests.	<ol style="list-style-type: none"> 1. Chapter 7 2. Connecting to students own lives and the real world (pgs. 56-58) The teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson. 3. Effective use of agendas in class (pgs. 40-41) 4. (Chapter 1) Standards-Based Planning and Teaching 5. Differentiated instruction lesson planning (pgs. 252-257), including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter) 6. Mastery objectives (pgs. 11-13, 39-40) and their communication 7. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why 8. Activators (pgs. 43-50) 9. Summarizers (pgs. 62-68) 10. Uses appropriate technology to increase student motivation and mastery
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	<ol style="list-style-type: none"> 1. Chapter 3 2. Chapter 6 3. Giving clear directions pgs. 59 – 60
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	<ol style="list-style-type: none"> 1. Connects to students prior learning pg. 55 2. Connects to the real world and statements own lives pgs. 56 and 58 3. Conveys passion and enthusiasm pg. 59 4. Mastery objectives (pgs. 11-13, 39-40) and communication
Use of oral and written language	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.	<ol style="list-style-type: none"> 1. Chapter 5

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements	Distinguished	Observable Behaviors
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	<p>(Chapter 5) Questioning Practices That Improve Student Performance</p> <ol style="list-style-type: none"> 1. Chooses questions prior to the start of the lesson based on the purposes of the questions (pg. 205) 2. Appropriate mix of recall, comprehension, and H.O.T.S pgs. 214-217 to check and develop higher order thinking 3. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance pg. 235 4. Wait time I and II pgs. 222-225 5. Dipsticking pgs. 206-207 6. Manages space and proximity to check understanding pgs. 82-85 7. Avoiding multiple questions in quick succession pg. 219 8. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	<ol style="list-style-type: none"> 1. Students are respectful of other students' responses pg. 229 2. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance pg. 235 3. Avoiding multiple questions in quick succession pgs. 219 4. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues 5. Effective response to incorrect answer pgs. 227-229 6. Calling on pattern and prompts that includes all students in the Q and A pgs. 212 7. Does not allow a single or small group of students to answer a disproportionate number of questions pgs.229-231 8. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), 212-213 (students who answer "I don't know"), 213 (pushing students to answer thoroughly) 9. No "happy talk" pgs. 218 10. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) pgs.226-227 11. Affirms responses with specific praise (pgs.226-227)

Elements	Distinguished	Observable Behaviors
Student participation	Students themselves ensure that all choices are heard in the discussion.	<ol style="list-style-type: none"> 1. Chapter 5 2. Cultivates an environment of student self advocacy (pgs. 508-512) 3. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues 4. Effective response to incorrect answer pgs. 227-229 5. Affirms correct responses with specific praise pgs. 226-227 6. Does not allow a single or small group of students to answer a disproportionate number of questions pgs. 229-231 7. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), 212-213 (students who answer "I don't know"), 213 (pushing students to answer thoroughly) 8. Students are respectful of other students' responses pgs. 229 9. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) pgs. 226-227 10. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance pgs. 235

Domain 3: Instruction Component 3c: Engaging Students in Learning		
Elements	Distinguished	Observable Behaviors
Activities and assignments	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.	<ol style="list-style-type: none"> 1. (Chapter 1) Standards-Based Planning and Teaching 2. Differentiated instruction lesson planning (pgs. 252-257), including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter) 3. Mastery objectives (pgs. 11-13, 39-40) and communication 4. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. 5. Students can tell you what they are learning and why 6. Activators (pgs. 43-50) 7. Summarizers (pgs. 62-68) 8. All 11 components of effective group work (pgs. 91-96) 9. Flexible grouping (pg. 280) 10. Provisioning materials (pg. 92) 11. Uses appropriate technology to increase student motivation and mastery

Elements	Distinguished	Observable Behaviors
Grouping of students	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.	<ol style="list-style-type: none"> 1. Flexible grouping (pg. 280) 2. Differentiated instruction lesson planning (pgs. 252-257, 29) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of the materials to enhance their learning.	<ol style="list-style-type: none"> 1. Varied instructional strategies 2. Provisioning materials (pg. 92) 3. Cultivates and supports all 11 components of effective group work (pgs. 91 – 96) 4. Effective turn and talk (embedded and monitored) 5. Effective processing partners (pgs. 209-211, 230: embedded and monitored) 6. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time) 7. Flexible grouping (pg. 280) 8. Differentiated instruction lesson planning (pgs. 252-257, 29) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	<ol style="list-style-type: none"> 1. Activators (pgs. 43-50) 2. Effective use of agendas in class (pgs. 40-41) 3. Mastery objectives (pgs. 11-13, 39-40) and their communication 4. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why 5. Impact of use of visuals on learning (pgs. 54 – 55) 6. Clear directions (pgs. 59 – 60) 7. Strategies for the close of class (pgs. 62 – 68) 8. Maintains expected pace as set by (<i>school, district, prescribed curriculum</i>)

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Elements	Distinguished	Observable Behaviors
Assessment criteria	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.	<ol style="list-style-type: none"> 1. Rubrics and other scoring guides that clearly articulate quality work. 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pgs. 174-189) 3. Student self assessment (pgs. 159-170) 4. Formative Assessments (pgs. 147 – 148) 5. Dipsticking (pgs. 206-207)
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	<ol style="list-style-type: none"> 1. Chapter 6 2. Levels of mastery (pgs. 252 – 257) 3. Performance assessments (pgs. 150 – 154)
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	<ol style="list-style-type: none"> 1. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 2. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery (pgs. 2-3) 3. Cultivates an environment of student self advocacy (pgs. 508-512) 4. Provides students with study guides to assist with home preparation for tests and quizzes 5. Dipsticking pgs. 206-207 6. Affirms responses with specific praise pgs. 226-227 7. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance pg. 235 8. Effective response to incorrect answer pgs. 227-229 9. Affirms correct responses with specific praise pgs. 226-227 10. Prompting that pushes students to answer thoroughly 212 (students who don't volunteer), 212-213 (students who answer "I don't know"), 213 (pushing students to answer thoroughly) 11. No "happy talk" pgs. 218
Student self-assessment and monitoring of progress	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.	<ol style="list-style-type: none"> 1. Rubrics and other scoring guides that clearly articulate quality of work. 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pgs. 174 – 189) 3. Student self – assessments (pgs. 159 – 170) 4. Cultivates an environment of student self advocacy (pgs. 508-512)

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Elements	Distinguished	Observable Behaviors
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	<ol style="list-style-type: none"> 1. <i>[insert here: 1. the names of the district's assessments teacher are expected to use in their practice 2. Descriptions of observable behaviors that will indicate the teacher is using the data from these assessments to adjust practice]</i> 2. (Chapter 4) Using Teacher-Made, Local, and State Assessments to Inform Instruction 3. (Chapter 6) Differentiating Instruction to Meet the Needs of Diverse Learners 4. Essays on teaching English language learners and special education students at the end of each chapter 5. Knows which assessments should be analyzed to better understand student performance and the impact of his or her teaching on student performance. 6. Is able to explain the assessment data for individuals and groups of students for whom he or she is responsible and explain specific actions he or she can take to improve student performance. 7. When communicating with colleagues about student assessment data demonstrates the characteristics of the team norms (see sample team norms on pg. 463 and team norms self assessment (pg.467) and works to bring the group to the highest stages (pg. 464) of Collegial Professional Development Groups. 8. Provisioning (pg. 92) 9. Planning focused on mastery objectives (pgs. 11 – 13)
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	<ol style="list-style-type: none"> 1. Seizes on teachable moments (pgs. 9 – 10) 2. Connecting to students own lives and the real world (pgs. 56-58) The teacher connects what the students will know and be able to do in the lesson to its real world application and the students own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson.
Persistence	Teacher persist in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	<ol style="list-style-type: none"> 1. Flexible grouping (pg. 280) 2. Differentiated instruction lesson planning (pgs. 252-257, 29) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter) 3. Cultivates and supports all 11 components of effective group work (pgs. 91 – 96) 4. Varied instructional strategies (Chapter 6) 5. Effective turn and talk (embedded and monitored) 6. Effective processing partners (pgs. 209-211, 230: embedded and monitored) 7. Questioning strategies that lead to students interacting with one and other during Q and A sessions. (processing partners, wait time) 8. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery (pgs. 2-3) 9. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see pgs. 385-393). 10. Cultivates an environment of student self advocacy (pgs. 508-512)

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements	Distinguished	Observable Behaviors
Accuracy	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.	1. Evidence obtained during teacher interviews
Use in future teaching	Drawing on an extensive repertoire of skills, teacher offers specific alternative action, complete with the probable success of different courses of actions.	1. Evidence obtained during teacher interviews

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Elements	Distinguished	Observable Behaviors
Student completion of assignments	Teacher's system for maintaining information on student's completion of assignments is fully effective. Students participate in maintaining the records.	1. Evidence obtained during teacher interviews. 2. Grading and tracking with differentiation (pgs. 246 – 248) 3. Tracking student progress (pg. 145)
Student progress in learning	Teacher's system for maintaining information on student's progress in learning is fully effective. Students contribute information and participate in the interpreting of the records.	1. Evidence obtained during teacher interviews. 2. Tracking student learning (pgs. 143 – 145) 3. Self-reflection of learning (pgs. 145 – 146) 4. Grading and tracking with differentiation (pgs. 246 – 248)
Noninstructional records	Teacher's system for maintaining information on non-instructional activities is highly effective, and student's contribute to its maintenance.	1. Evidence obtained during teacher interviews. 2. Establishes clear rules, routines, and expectations (pgs. 86-107)

Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

Elements	Distinguished	Observable Behaviors
Information about the instructional program	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.	<ol style="list-style-type: none"> 1. Uses newsletters and/or websites to communicate expectations to parents (pgs. 404-415) 2. Uses student portfolios as a means of communicating expectations and achievement to parents (pgs. 415-416) 3. Effectively uses email for parents communication (pgs. 416) 4. Supports and facilitates student lead parent conferences for special education teachers (and general education teachers) (pgs. 417-419) 5. Informs parents of their impact on student learning by explaining the impact of year around learning on student achievement (pgs. 396-397) 6. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies (pgs. 397-398) 7. Communicates impact of home and family on learnable intelligence (pgs. 321 – 324) 8. Informs parents of their impact on student learning by explaining the impact of year around learning on student achievement (pgs. 396-397) 9. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies (pgs. 397-398) 10. Communicates impact of home and family on learnable intelligence (pgs. 321 – 324)
Information about individual students	Teacher provides information to families frequently on student's progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.	<ol style="list-style-type: none"> 1. Conducts effective parent conferences (pgs. 385-389) 2. Uses strategies to involve the uninvolved parent (pgs. 389-392) 3. Uses the stages of listening to increase parent involvement (pgs. 392-393) 4. Uses strategies for difficult parent conferences (including case studies) (pgs. 393-396) 5. Uses student portfolios as a means of communicating expectations and achievement to parents (pgs. 415-416)
Engagement of families in the instructional program	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.	<ol style="list-style-type: none"> 1. Engages parent involvement with homework (pgs. 96-105) 2. Provides resources to parents for successful conferences and school-family collaboration (Tips for Success for Parents) (pgs. 395-396) 3. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents (pgs. 399-403)

Domain 4: Professional Responsibilities

Component 4d: Contributing to the School District

Elements	Distinguished	Observable Behaviors
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	<ol style="list-style-type: none"> 3. Evidence is seen in collegial interactions and school leadership positions. 4. Evidence obtained during teacher interviews 5. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (pg. 471) 6. Maintains appropriate confidentiality when working in peer facilitated professional development groups (pg. 469)
Involvement in a culture of professional inquiry	Teacher takes a leadership role in promoting a culture of professional inquiry.	<ol style="list-style-type: none"> 1. Evidence is seen in collegial interactions and school leadership positions. 2. Evidence obtained during teacher interviews 3. Effectively participates in job-embedded professional development (Chapter 10) such as <ol style="list-style-type: none"> a. Professional Learning Communities (pgs. 462 – 468) b. Peer – Reflection Teams (pgs. 468 – 479) c. Lesson Studies (pgs. 480 – 484) d. Peer Observations (pgs. 484 – 503)
Service to the school	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in school leadership positions and projects. 3. Support colleagues by following the principles of group success (pgs. 462-464, Team Issues to Consider document 466) and effective group norms when working with peer facilitated professional development groups (pg. 463, Group Team Norms Self-Assessment pg.467) 4. Can describe the stages of group development for peer facilitated professional development groups (pgs. 464) and help develop those stages when working in peer facilitated professional development groups. 5. Exhibits the characteristics of effective peer teams when working in a peer facilitated professional development groups (pg. 471) 6. Maintains appropriate confidentiality when working in peer facilitated professional development groups (pg. 469)
Participation in school and district projects	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.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in school leadership positions and projects.

Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

Elements	Distinguished	Observable Behaviors
Enhancement of content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	<ol style="list-style-type: none"> 2. Study Groups are able to design and carry out peer facilitated action research (chapter 10 for comprehensive action research description, chapter 11 pgs. 472-48, with special education students pgs. 453-456 and 508-512, with ELL students pgs. 456-458 and 513-515). 3. Is able to design and carry out peer facilitated lesson study (pgs. 480-484) 4. Is able to effectively implement peer observations as either the observer or the teacher being observed (pgs. 484-503). 5. Is able to design and carry out peer facilitated examining student work study groups (pgs. 504-507) 6. Is able to design and carry out peer facilitated professional reading study groups (pgs. 507-508) 7. Effectively participates in job-embedded professional development (Chapter 10) such as <ol style="list-style-type: none"> a. Professional Learning Communities (pgs. 462 – 468) b. Peer – Reflection Teams (pgs. 468 – 479) c. Lesson Studies (pgs. 480 – 484) d. Peer Observations (pgs. 484 – 503)
Receptivity to feedback from colleagues	Teacher seeks out feedback on teaching from both supervisors and colleagues.	<ol style="list-style-type: none"> 1. Seeks out and is open to feedback from colleagues (Chapters 10 and 11, pgs. 484 – 503) administrators, students, and families (Chapter 9, especially pgs. 388, 393)
Service to the profession	Teacher initiates important activities to contribute to the profession.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews.

Domain 4: Professional Responsibilities

Component 4f: Showing Professionalism

Elements	Distinguished	Observable Behaviors
Integrity and ethical conduct	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in collegial interactions and school leadership positions.
Service to students	Teacher is highly proactive in serving students, seeking out resources when needed.	<ol style="list-style-type: none"> 3. Evidence obtained during teacher interviews 4. Flexible grouping (pg. 280) 5. Differentiated instruction lesson planning (pgs. 252-257, 29) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter) 6. Chapter 7 Raising Students' Intelligence and Motivation (including the six components for increasing motivation listed on page 311)
Advocacy	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.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Demonstrates evidence of "growth mindset" (pg. 324) and "flexible intelligence" 3. Chapter 7 Raising Students' Intelligence and Motivation (including the six components for increasing motivation listed on page 311) 4. Cultivates an environment of student self advocacy (pgs. 508-512) 5. Affirms responses with specific praise (pgs.226-227) 6. Checking understanding questions are invitational- students feel safe to ask questions or ask for assistance (pg. 235) 7. Teacher is observed interacting with all students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery (pgs. 2-3))
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.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in collegial interactions and school leadership positions.
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	<ol style="list-style-type: none"> 1. Evidence obtained during teacher interviews 2. Evidence seen in collegial interactions and school leadership positions.