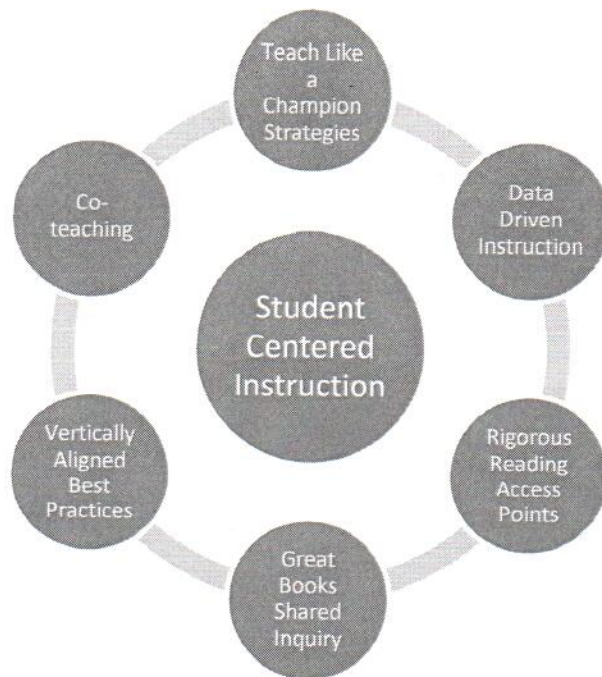


Appendix P.  
Other Pertinent  
Information

## The Carmen Network Instructional Model



The Carmen Network Instructional models centers on the belief that instruction should be student centered with the teacher facilitating learning instead of imparting knowledge. In order for teachers to deliver this type of instruction, they must use strategies to manage their classroom and deliver content. Carmen teachers are trained in and continuously practice Doug Lemov's Teach Like a Champion strategies. Additionally, teachers must use data to design their instruction to tailor material and approaches to learning to the strengths and areas for growth of their students. With this data, they are then able to choose the appropriate learning best practices to design their lessons. Some of these best practices include using rigorous reading access points and Shared Inquiry discussion to instill in students the ability to access content on their own through strong reading skills.

### Teach Like a Champion Strategies

Doug Lemov's Teach Like a Champion strategies originated from his study of the successful Uncommon Schools charter schools in New York. After observing and reviewing video of the most successful teachers, he organized his ideas into 49 strategies that give names to techniques of master teachers in order to help new and struggling teachers become champions in the classroom. Carmen uses these concrete, specific, and easy to learn steps in their teacher onboarding process, through continuous whole group professional development, and during individual instructional coaching. Some strategies such as "Do Nows", or warm up questions at the beginning of class, and "Exit Tickets", small quizzes at the end of class, are normal structures in every Carmen classroom. Other strategies are common in all classrooms to create an environment of learning and an expectation that all students will do their best. The "Threshold" strategy includes all teachers greeting students at the door. The "What to Do", "100%", and "Do It Again" strategies help teachers deliver and enforce directions by telling students exactly what they should do with concrete, actionable directions, enforcing that 100% of students follow those directions, and asking students to complete a set of directions again if the whole class did not complete them or the whole class did not complete them in their entirety. Lastly, strategies such as "Cold Call", "No Opt Out", and "Stretch It" help teachers keep all students engaged in answering rigorous questions. Teachers "Cold Call" or choose any student to answer a question whether their hand is raised or not. If the student does not know the answer, the teacher uses the technique "No opt out" to not let that student pass or say "I don't know", but rather to have the question sequence end with that student saying the correct answer. Finally, teachers ask follow up or "Stretch it" questions to help students explain their thinking and further articulate their answer.

### Data Driven Instruction

As described in Paul Bambrick-Santoyo's Driven by Data, implemented well, data-driven instruction has the power to dramatically improve student performance. In order for teachers to be truly data driven, Carmen leaders

and teachers must continuously address the four components that need to be in place: rigorous assessment, skills in analysis, accountability of action, and a growth mindset culture. Teachers collaborate with others who teach their course as well as school and network staff to design and vet rigorous assessments. After delivering these assessments to students, teachers analyze their data to determine what their students know, what their students are struggling with, and, as a result, what instructional strategies were successful or unsuccessful with their students. In collaboration with the course team and instructional coach, teachers then make action plans to increase their students' achievement. This process occurs not only at the end of units with summative assessments, but also throughout units with formative assessments. This process is valuable because teachers have a growth mindset which leads them to believe that they can always improve in their instructional choices and that their students can always improve.

### **Rigorous Reading Access Points and Great Books Shared Inquiry**

The Carmen Network has embraced the language of Doug Fisher and Nancy Frey in Rigorous Reading including their 5 access points to rigorous reading: purpose and modeling, close and scaffolded reading, collaborative conversations, an independent reading staircase, and demonstrating understanding and assessing performance. As Frey writes in her introductory chapter, "the intention behind effective instruction is for students to expand their capacity to deeply understand these kind of complex texts outside of the company of their teachers." By including reading instruction in all classes, all Carmen teachers are developing students as self directed learners through developing their ability to access content through their own reading. At different points in a unit and lesson, teachers use access point one by modeling strong reading skills for students before moving on to access point two which guides students through practicing reading skills with assistance to read closely through different scaffolded reading skills. Students then interact with their peers through access point five, collaborative conversations. Rigorous reading access point five, independent reading, is used in instruction through independent reading students do for their different content areas as well as independent reading of student chosen text.

Humanities teachers also facilitate even higher level discussions of texts using the Great Books Shared Inquiry technique. This discussion method of teaching has been developed and refined by the Great Books foundation over the last sixty years. Similar to Socratic seminars, Shared Inquiry discussions are led by students answering a discussion question after completing activities to effectively use the text in their discussion. Shared Inquiry discussions align to both rigorous reading access point 3, collaborative conversations, and access point five, demonstrating understanding and assessing performance.

### **Vertically Aligned Best Practices**

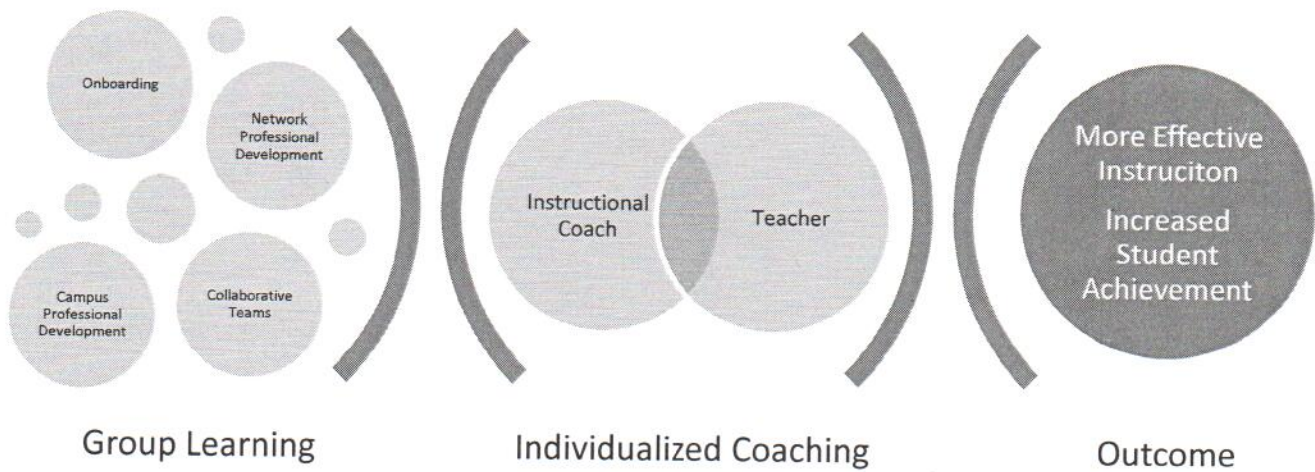
Content in each subject is aligned throughout grades 6-12 to ensure that students are building on their knowledge and skills each year. Additionally, each grade level focuses on specific study skills, notetaking techniques, and organizational habits, so that students are gradually building towards greater ownership of their learning. Content specific study skills, notetaking techniques, and organizational habits, such as research and writing skills, are also scaffolded throughout each year of instruction. Teachers use these guides to make decisions about instructional strategies appropriate for their content and grade level.

### **Co-teaching**

Carmen student support services focuses on the co-teaching of regular education and special education teachers to create a supportive, inclusive general education classrooms in addition to resource room support. Also, the Carmen Middle School model includes elements of co-teaching by all teachers. Social studies teachers co-teach with English language arts teachers, and science teachers co-teach with math teachers. Being a successful co-teaching pair requires attention to and support of a collaborative relationship. In order to co-teach effectively, co-teachers develop rapport with their co-teacher, identify the different teaching styles in order to create a cohesive classroom, discuss strengths and weaknesses, strategize supporting all students, plan lessons and units together, take risks and grow together. Instruction in co-teaching classrooms varies depending on the strengths of the teachers and the content of the lesson. Role options include one teach/one assist, one teach/ one observe, station teaching, parallel teaching, alternative teaching, and team teaching. All co-teachers use a variety of co-teaching

strategies and minimize the use of one teach/one assist and one teach/one observe which focus on one teacher leading the classroom.

## The Carmen Network Teacher Development Model



### Onboarding

Teacher professional development begins well before students arrive for the school year. Onboarding activities include basic training on essential elements of our school model including the mission and vision, instructional model, curriculum components, school and classroom culture, and the use of technology needed to execute these elements. This training provides a firm base for each teacher to build their Carmen experience.

### Network Professional Development

Throughout the school year, there are network professional development days to address network priorities and use the collective knowledge of all of the campuses. These days often include learning new strategies after reviewing data and sharing practices. Network professional development days are also a time to connect as a network and reinvigorate the drive towards the shared mission.

### Campus Professional Development

Each campus has professional development during their early release day each week. This time is used for campus meetings, collaboration between teams that is not possible during the normal school day, and differentiated professional development based on the needs of students and teachers at that specific campus.

### Collaborative Teams

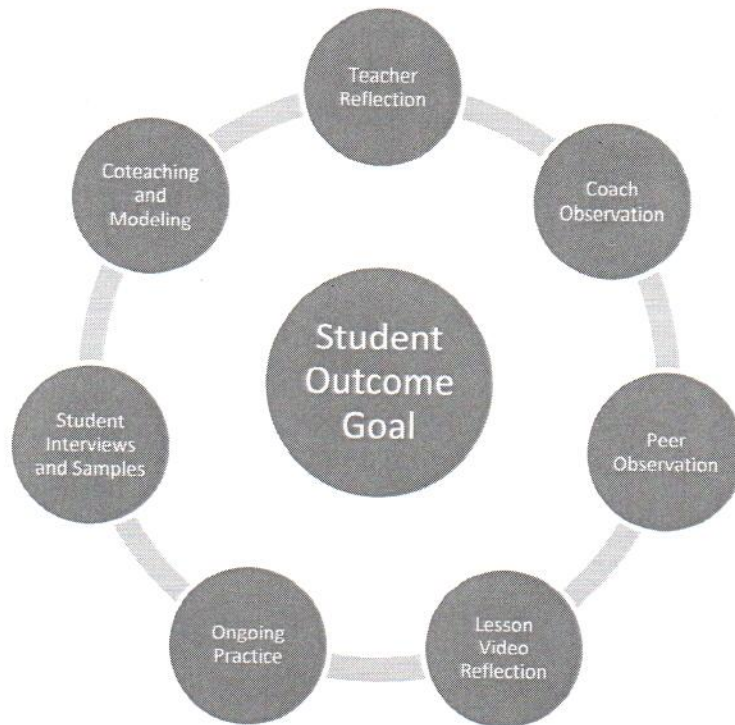
Carmen teachers are collaborative team members, not isolated individuals stationed in their classroom. Teams include advisory, grade level, content, and course teams at individual campuses as well as across the network. This collaboration allows for the sharing of ideas and peer learning.

### Instructional Coaching

The key lever in increasing teacher effectiveness is individually tailored instructional coaching. While professional development and collaborative teams can provide additional ideas for instruction and support, instructional coaching is the targeted support that moves teachers to quick and significant growth in their instruction. Instructional coaches are principals, directors of curriculum and instruction, department chairs, and proven teacher-leaders. They receive additional training to implement the coaching model and support teachers.

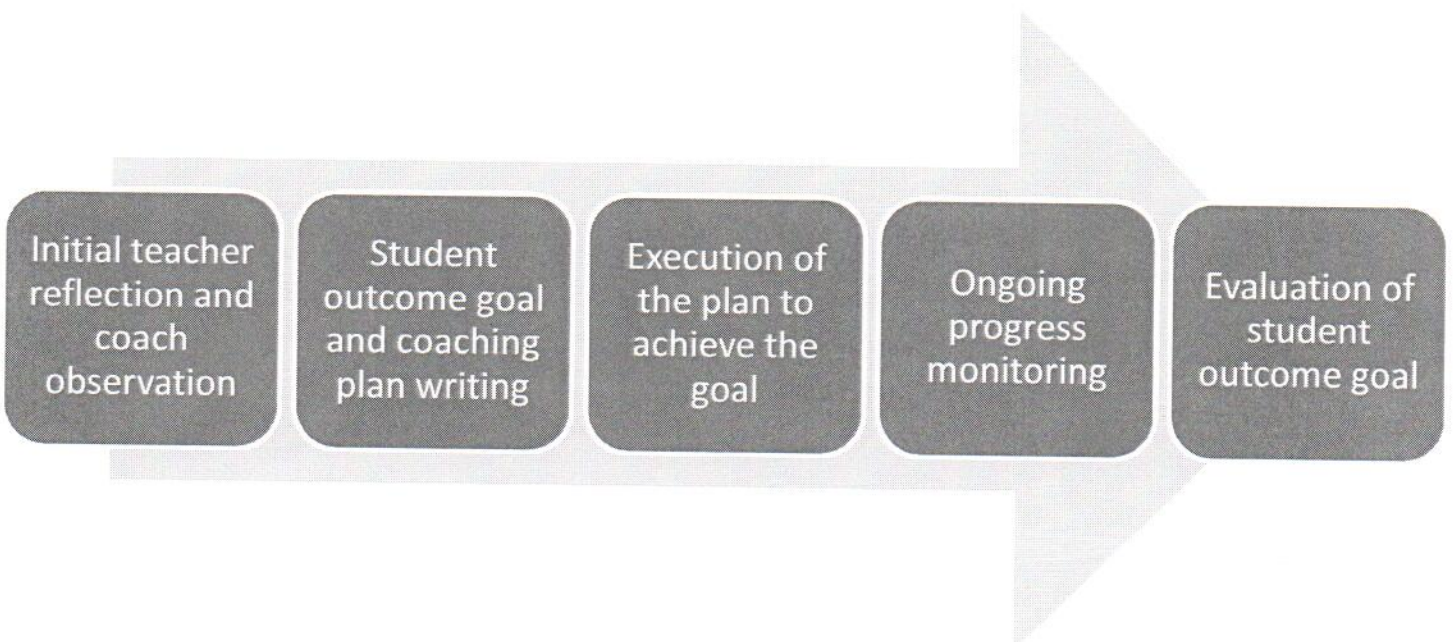
## The Carmen Network Coaching Model

### The Elements of Coaching



The Carmen coaching model is rooted in the beliefs that all teachers have room for improvement, and that increasing a teacher practice will positively impact student achievement. Therefore, the Carmen coaching model is centered on the creation of a student outcome goal and a coaching plan to support the teacher in achieving that goal with his or her students. Coaches help teachers create these goals, use various strategies to support teachers toward achieving their student outcome goal, and monitor progress toward the goal.

### The Carmen Six Week Coaching Cycle



The six week coaching cycle begins with the teacher's reflection of their teaching using the Carmen Framework for Teaching and a coach's observation of instruction. From this baseline data, the coach works with the teacher to create a student outcome goal. After this goal is made, the teacher describes the support that they would like to receive while the coach offers ideas of ways that they would like to support the teacher. The two colleagues come to an agreement on a six week coaching plan to achieve the student outcome goal.

Although all Carmen teachers and coaches complete this process, the resulting plan and level of support varies based on the teacher's need. For example, a first year teacher's goal would most likely be heavily guided by the coach, and the coaching plan would include support through practicing strategies and observations every week. A new or struggling teacher's plan often focuses on management. However, a veteran teacher will most likely lead the creation of their goal based on the progress of their past goals, and the coaching plan would include support every other week. Veteran teachers often have content specific strategies and techniques. Based on the length of the school year, each teacher will complete four student outcome goals and coaching cycles throughout the school year.

### The Carmen Coaching Relationship

In order to achieve significant gains with teachers, coaches must develop supportive professional relationships based on common understandings of student achievement and performance data.

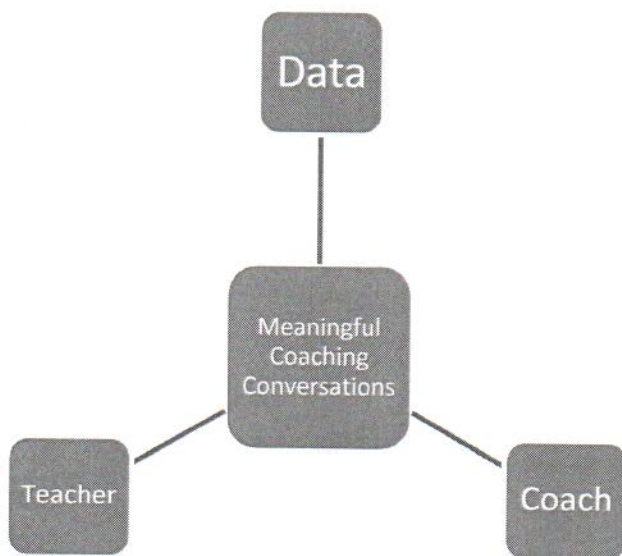


Figure 1

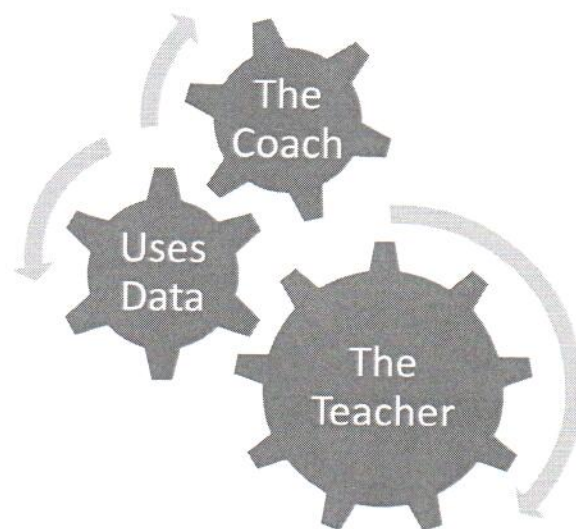


Figure 2

Figure one describes the Carmen coaching relationship with the coach and teacher using student achievement and classroom observation data to have a meaningful conversation. Figure two describes an undesirable coaching relationship where the coach uses the data to shape the teacher, without the teacher having a clear understanding of the plan for their development and their progress. Jim Knight's Partnership Philosophy clearly explains the principles of this relationship.

- **Equality and Dialogue:** Although there are components of evaluation in the coaching cycle, the coach and their collaborating teachers are partners in development. Coaching meetings focus on discussing plans and progress as opposed to delivery of judgement.

- **Choice and Voice:** A coach does not decide the student outcome goal or action steps for a teacher. The coach is responsible for bringing unbiased evidence to discuss with the teacher in order to come to an agreement about goals and supported needed.
- **Reflection:** While data is a driving force in monitoring progress and creating goals, reflection is crucial to ensuring that teachers consider ideas before adopting them and come to their own conclusions about their progress.
- **Practice:** Coaches are teachers of teachers. Just as Carmen teachers are facilitators of learning for their students, coaches are facilitators of learning for their teachers. Effective teaching is not developed through discussion of teaching strategies. Practicing instructional strategies is the fastest and most efficient way to develop new skills in teachers.
- **Reciprocity:** The coach and teacher are colleagues in effective instruction. The coach should expect to receive feedback as much as they give feedback. Oftentimes, the instructional coach is also currently teaching classes; therefore, they are improving their own practice by helping a peer.



## 2016-2017 Carmen Instructional Coaching

### 2016-2017 Coaching and Evaluation Cycles

Component	Fall Focus	Coaching Cycle 1	Mid Year Evaluation	Coaching Cycle 2	Coaching Cycle 3	End of Year Evaluation
Description	Ongoing observation of all teachers focused on culture and new teachers.	Teachers and coaches are working towards the same student outcome goal through planning meetings and observation cycles.	Teachers reflect before the mid year evaluation. Coaches meet with each teacher to provide summative feedback.	Teachers and coaches are working towards the same student outcome goal through planning meetings and observation cycles.	Teachers work more independently on a goal written with their coach. They are responsible for tracking progress towards the goal and seeking assistance.	Teachers reflect before the end of year evaluation. Coaches meet with each teacher to provide summative feedback.
Expectation	All teachers are observed at least 1 time.	All teachers are observed at least 3 times. New teachers need a formative evaluation by November. Any teachers of concern need an improvement plan by November.	All teachers have a mid year evaluation meeting.	All teachers are observed at least 3 times.	All teachers have an independent goal. Struggling teachers continue to be coached.	All teachers have an end of year evaluation meeting.
Dates	August 29 - September 30	October 3 - December 14	January 3 - 26	January 30 - March 31	April 3 - May 26	May 30 - June 16
Meeting Window	n/a	October 3-7	January 3 - 26	January 30 - February 3	April 3-7	May 30 - June 16
Due Date	n/a	October 7th	January 26th	February 3rd	April 6th	June 16th

## 2016-2017 Coaching Plan Template

<b>Broad Analysis</b>	Brief overview of classroom environment and instruction as well as any previous information about the teacher.		
	<b>Maintenance Areas</b>	<b>Growth Areas</b>	
<b>Student Outcomes</b>	Rubric Area: Observation Data:	Rubric Area: Observation Data:	
<b>Teacher Actions</b>	Rubric Area: Observation Data:	Rubric Area: Observation Data:	
<b>Student Outcome Goal</b>	I will (add teacher actions), so that (add student outcome goal).		

### Coaching Plan Example

<b>Broad Analysis</b>	<ul style="list-style-type: none"> <li>• Direct instruction does not model skill for students, so students are not mastering objective.</li> <li>• Guided practice does not directly align to direct instruction, so students are not mastering objective.</li> <li>• Teacher isn't maintaining high behavioral expectations through effectively redirecting, or sweating the small stuff at all, so students are becoming increasingly off task throughout the period.</li> </ul>		
	<b>Maintenance Areas</b>		
<b>Student Outcomes</b>	2c. Students are following procedures that have been taught. <ul style="list-style-type: none"> <li>• 91% of students come in and get seated upon entry.</li> <li>• 100% of students when the teacher begins to circulate.</li> </ul>	2d. Students increasingly off task with little redirection. <ul style="list-style-type: none"> <li>• Average on task is 59%.</li> <li>• 100% are on task during the Do Now</li> <li>• Drops during Do Now Review to 73%</li> <li>• Lowest during Guided Practice at 54%</li> </ul>	
<b>Teacher Actions</b>	2c. Setting up procedures <ul style="list-style-type: none"> <li>• Do Now on desk when students enter.</li> <li>• Direct Instruction, Guided Practice, Independent Practice stapled together to avoid paper shuffle.</li> </ul> 3c. Clear directions <ul style="list-style-type: none"> <li>• Entry directions very clear: "You are each entering completely silently and starting your Do Now."</li> </ul>	2d. Does not address behavior <ul style="list-style-type: none"> <li>• 3 bags on the floor, 3 students shuffling papers during Do Now and Do Now review.</li> <li>• 3 heads down during Direct Instruction</li> <li>• 4 students slouching during Guided Practice</li> </ul>	

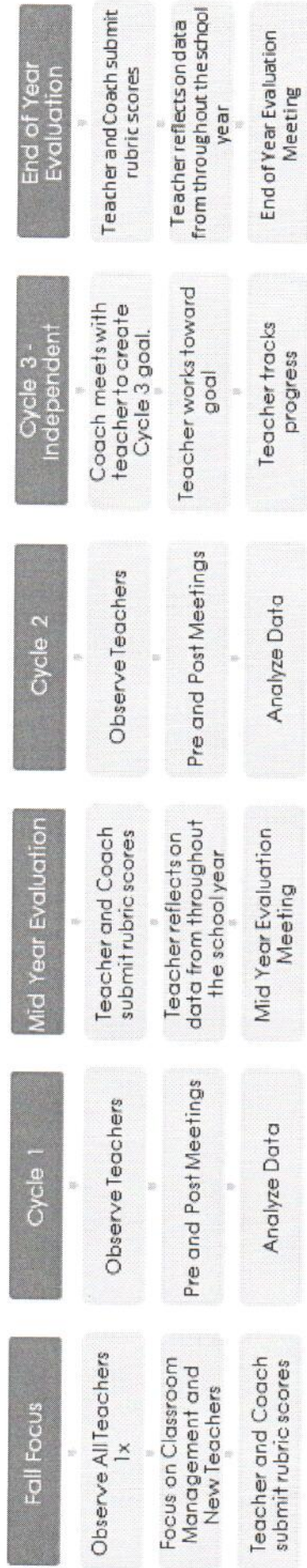
By December 9th, I will improve execution of instructions and redirection strategies (2d), so that greater than or equal to 85% of students will be on task throughout the lesson.

**Student Outcome Goal**

**Coaching Plan Rubric**

	Unsatisfactory	Basic	Proficient	Outstanding
Based on Data	No data used in description of maintenance and growth areas. Goal not based on data.	Some data mentioned in the maintenance and growth areas, however, the data may be incomplete. Goal does not connect to data collected.	Data used in the maintenance and growth areas. Goal clearly aligned to data collected.	Specific data and possibly multiple data points for areas of the plan. Goal is clearly aligned to the data collected and may reference historical data.
Looks at the Whole Classroom	No Broad Analysis	Brief Broad Analysis that may only summarize the teacher's past performance or their current performance.	Complete Broad Analysis with a summary of teacher's past performance and current performance.	Thorough Broad Analysis with a summary that highlights specific aspects of the teacher's past performance and current performance.
References Rubric	Does not reference rubric or references an inappropriate rubric area.	Mentions at least one rubric area, but may have included comments that align to others.	Includes at least one rubric area and uses language from the rubric to explain performance.	Includes several relevant areas of the rubric and includes clear language and data from the rubric.
Student Centered Goal	Goal is teacher centered not student centered.	Goal is student centered by may not be critical for students.	Goal is centered on critical student outcomes.	Goal is student centered on critical student outcomes and may be differentiated for different classes and subjects.
SMART Goal	Goal is not SMART. It may lack specificity, measures, or timing.	Goal has some aspects of being SMART. It may be specific, measurable, or include clear timing.	Goal has all aspects of being SMART. It is specific, measurable, and includes timing.	Goal not only is specific, measurable, and includes timing, but also is highly relevant to school or network goals.

# 2016-2017 Coaching and Evaluation Visual



# Carmen

SCHOOLS OF  
Science & Technology

**2015-2016**  
**TEACHING FRAMEWORK**

This document was created with resources from Charlotte Danielson's Teaching Framework, previous Carmen Schools of Science and Technology Teacher Effectiveness Rubrics, and examples from Mastery Charter schools.

TEACHER EVALUATION DOCUMENT OVERVIEW

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content and the structure of the discipline</li> <li>• Prerequisite relationships</li> <li>• Content-related pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child and adolescent development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Students' skills, knowledge, and language proficiency</li> <li>• Students' interests and cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom use</li> <li>• To extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students, including both words and actions</li> <li>• Student interaction with students, including both words and actions</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content and of learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Performance of classroom routines</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring student behavior</li> <li>• Response to student misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Noninstructional records</li> </ul> <p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school and district projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to the school</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Students First</li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions for activities</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

TEACHER EVALUATION DOCUMENT OVERVIEW

DOMAIN 5: Advisory

- 5a. Developing Self Directed Learners with a Growth Mindset
- 5b. School Culture and Relationship Building
- 5c. Family and School Interaction
- 5d. Student Involvement in the School Community



**Middle School Curriculum – Grades 6-7-8**

**English Language Arts**

Students have 80+ minutes of English Language Arts instruction per day based on the Engage NY literacy curriculum, which focuses on developing students' reading, writing, speaking, and listening skills.

Reading - The reading curriculum includes five key elements for promoting student access to complex texts: teachers modeling strategies for interacting with written text; close reading of complex texts, including scaffolded instruction; collaborative student-student reading; independent reading; and after-reading work that is dependent on having read a complex text.

Scholars read for understanding, while analyzing and evaluating text on a deep level. Assessments for reading focus on determining word meaning in context and using reading strategies. Students set and work toward independent reading goals. National Common Core Standards in reading and language guide the objectives of daily, weekly and unit lesson plans.

Writing - The writing portion of English Language Arts focuses on grammar and usage, spelling, and vocabulary development. Students learn skills through all stages of the writing process in order to complete persuasive, expository, descriptive, and analytical writings. Each grade has additional writing and research projects integrated with other core subjects (e.g., social studies, science).

Listening and Speaking - Vocabulary development, oral communication, and listening skills are emphasized.

**Math**

Students have 80+ minutes of Math instruction per day using the Common Core-based Engage NY curriculum. The math program leads students to grapple with mathematics in terms of number sense, statistics and probability, measurement, geometry and algebraic expressions. Students are ready to take high school Algebra in 8<sup>th</sup> grade. The National Common Core Standards guide the objectives and goals of weekly lesson plans. Students also complete weekly lessons on Think Through Math (an interactive, mathematics teaching and learning software system that allows for both enrichment and remediation on a personalized basis).

**Science**

Students have 80+ minutes of inquiry-based Science instruction three times per week using a combination of the inquiry-based FOSS and STC-Secondary School science modules. As a school focused on science and technology, Carmen recognizes the importance of building science inquiry skills throughout a student's schooling as a main pillar in the foundation of their learning. In the context of the life and physical sciences, students learn to apply concepts such as testing hypotheses, controlling and accounting for variables in experimentation, using the appropriate tools for experiments, making quantitative observations, explaining the procedures of an experiment, and using data in tables or graphs to draw conclusions and analyze patterns.

**Social Studies**

Students have 80+ minutes of Social Studies instruction two or three times per week. The main goal of the Social Studies curriculum is to develop students' global perspective and their analysis skills. Students learn a variety of topics from American and World History to personal economics and geography. Social Studies infuses literacy instruction based on the National Common Core Standards in order to allow students to develop critical reading and writing skills. Students evaluate both primary and secondary sources.

**Blended Learning Time**

**Learning Journey**

As a middle school, we recognize the importance of creating students who love reading. Twice a week for 35 minutes, students meet with their advisories to nurture this love of reading through work on Achieve3000 and through reading their independent reading book. Twice a week, also in Advisory, students will work on blended learning programs (ALEKS) in order to receive differentiated support at their math level.

# Carmen Middle School of Science Technology

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NORTHWEST CAMPUS

## **Visual and Performing Arts**

Carmen aims to develop the skill of aesthetic engagement and technology through all subject areas, but especially through elective courses in art, music and engineering. Courses include Introduction to Instrumental Music, Drum Line, Guitar, Chorus, Introduction to Drawing and Painting, and Digital Photography.

## **Physical Education/Health**

Carmen understands the importance of developing healthy minds and healthy bodies. Students have physical education twice weekly to learn team-building and physical fitness skills. Health education is taught in the Physical Education curriculum and the Life Sciences curriculum.

## **Student Advisory Curriculum**

Advisory or "crew" time, is anchored in character, coaching, and community. The purpose of advisory time is to engage students in activities that support the development of character traits and life skills, the exploration of careers, a college-going mentality, and volunteerism. Advisory groups allow students to be part of a smaller "family" within the larger school community. Students meet with their advisors to review grades, community service progress, and individual goals.

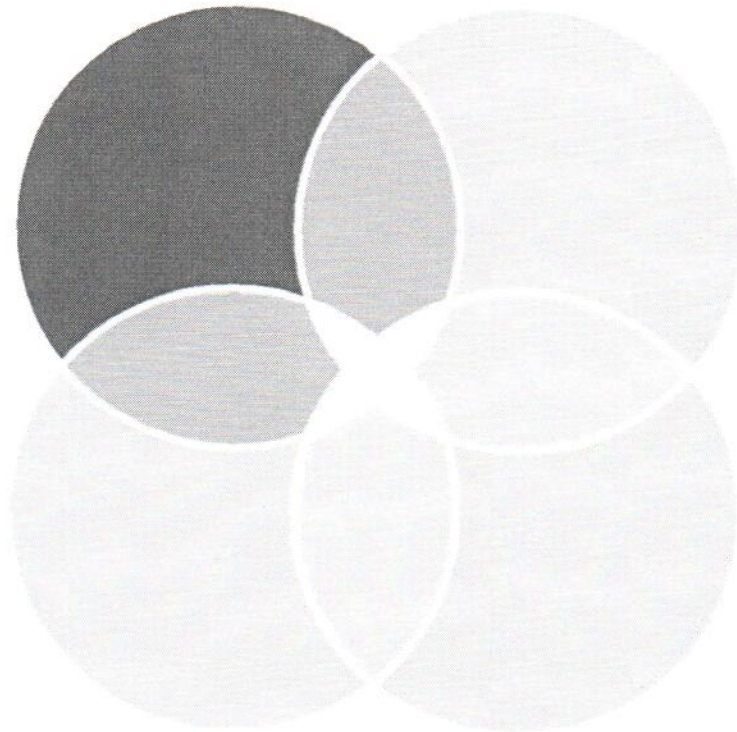
## **Club**

Once a week, students participate in an enrichment activity. The quarter-long Clubs may offer Rugby, Cooking Club, Yoga, Dance, Newspaper Club. The options and endless!

## **Earn It!**

As part of our Earn! Celebrate! Grow! culture, students work weekly to earn the end of the week Earn It Celebration. Some of those celebrations may be a Staff vs. Student Basketball Game, Schoolwide Trivia, or even a Casual Dress Day.

# 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. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline, including integration of the 8 abilities.

### Measurable Components:

Knowledge of content and the structure of the discipline  
*Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.*

Knowledge of prerequisite relationships  
*Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these 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 been found to be most effective in teaching.*

### Ways to Measure:

Script: Key points and connections the teacher makes.

Record: Prerequisite skills reviewed in the Do Now.

Ask Students: How is what you are learning today connect to what you learned yesterday?

### Observable Indicators of Success:

- 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 students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

### Resources for Support:

#### Teach Like a Champion

- 2: Right is Right
- 4: Format Matters
- 13: Name the Steps

## UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

## BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

## CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.
- **Students make content errors without being corrected.**
- **Students are confused and do not see connections between concepts they are learning.**

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
- **Students make slight mistakes without being corrected.**
- **Students are bored as a result of doing similar activities continuously.**
- **Students are frustrated because the teacher can only explain the concept one way.**

## POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- **Students are unable to explain why they are doing a mock trial during their government unit on the judicial branch.**

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- **Students begin skipping office hours because the teacher just repeats the same lesson.**

**PROFICIENT • LEVEL 3**

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.
- **Students are engaged and understand the most important concepts.**
- **When students make mistakes including slight errors, they are corrected by the teacher.**

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- ***Students learn about different elements of figurative language before being asked to describe the tone and mood of their reading.***

**DISTINGUISHED • LEVEL 4**

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.
- **Students quickly grasp concepts as a result of instructional methods and the teacher's focus on their misconceptions.**

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- ***Students mention their study of Persepolis in World Literature to their World Cultures teacher. They are able to explain how what they are learning in World Cultures applies to their reading.***

## 1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't 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, namely, that 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 have 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 a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

### Measureable Components:

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

*What students are able to learn at any given time is influenced by their level of knowledge and skill.*

Knowledge of students' interests and cultural heritage

*Children's backgrounds influence their learning.*

Knowledge of students' special needs

*Children do not all develop in a typical fashion.*

### Ways to Measure:

Ask Teacher: How did you differentiate this lesson for struggling and advanced students? Why did you choose \_\_\_\_\_?

Ask Teacher: What are your students interested in? What special needs do your students have?

Ask Students: How does your teacher show she cares? Do you feel like your teacher knows and understands you?

### Observable Indicators of Success:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

### Resources for Support:

#### The Skillful Teacher

18: Learning Experiences

20: Overarching Objectives: Matching Dimensions to Needs of Classes

## UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

## CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.
- **Students are unable to access high level content through connections to their skills and interests.**
- **Students are grouped in ways that do not encourage their achievement.**

## POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- ***Students do not seem to care about genetics because they are taking notes from a powerpoint, again.***

## BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
- **Students with average ability are engaged; however, students who need more support are lost and higher students are bored.**

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- ***Students with IEP's and struggling students could benefit from having a printed out version of the powerpoint; however, the teacher is not addressing their needs so they disengage or act out.***



**PROFICIENT • LEVEL 3**

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.
- **Students feel supported and understood. They feel comfortable because they know their teacher cares.**

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- ***Students are engaged in their genetics unit because they are excited about the applications to disease and paternity testing.***

**DISTINGUISHED • LEVEL 4**

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
- **Students excel because they are receiving the appropriate supports and are grouped to maximize their learning.**

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- ***All students are excelling in a difficult but interactive genetics unit. Lower students have received extra support and higher students have been given extra work.***

## 1c SETTING LEARNING OBJECTIVES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional objectives entails identifying exactly what students will be expected to learn; the objectives describe not what students will *do*, but what they will *learn*. The instructional objectives should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the objectives determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning objectives may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning objectives refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning objectives with objectives both within their discipline and in other disciplines.

### Measureable Components:

Value, sequence, and alignment

*Objectives represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards, College Readiness Standards, and the 8 Abilities.*

Clarity

*Objectives must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*

Balance

*Objectives should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*

Suitability for diverse students

*Objectives must be appropriate for all students in the class.*

### Ways to Measure:

Record: Board Configuration

Review: Scope and Sequence Documents

### Observable Indicators of Success:

- Objectives are of a challenging cognitive level
- Objectives explain student learning, not student activity
- Objectives are central to the discipline and related to those in other disciplines
- Objectives permit assessment of student attainment
- Objectives are differentiated for students of varied ability

### Resources for Support:

Teach Like a Champion	The Skillful Teacher
6: Begin with the End 7: 4 Ms 8: Post It	17: Planning

## UNSATISFACTORY • LEVEL 1

The objectives represent low expectations for students and lack of rigor, and not all of these objectives reflect important learning in the discipline. They are stated as student activities, rather than as objectives for learning. Objectives reflect only one type of learning and only one discipline or strand and are suitable for only some students.

## CRITICAL ATTRIBUTES

- Objectives lack rigor.
- Objectives do not represent important learning in the discipline.
- Objectives are not clear or are stated as activities.
- Objectives are not suitable for many students in the class.
- **Students cannot explain what they are learning, but rather can only describe what they are doing**

## POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the objectives for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the objectives state that all writing must be grammatically correct.*
- *Students are learning about the lifecycle of a flower, but the outcomes of the lesson do not include students reading, understanding, or interpreting scientific texts, graphs, or tables.*
- *In an ELA class, the listed objective states reading chapters 1 and 2 but does not specify the skill that students are practicing. Students may be able to explain what they are reading but not the skill that they are practicing.*

## BASIC • LEVEL 2

Objectives represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of objectives and activities. Objectives reflect several types of learning, but the teacher has made no effort at coordination or integration. Objectives, based on global assessments of student learning, are suitable for most of the students in the class.

- Objectives represent a mixture of low expectations and rigor.
- Some objectives reflect important learning in the discipline.
- Objectives are suitable for most of the class.
- **Students can somewhat explain what they are learning, but do not understand why it is important or how the activities they are doing help them learn.**

- *Objectives consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading objectives are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts objectives are based on narrative.*
- *Students are able to summarize the notes given in science, but they are not able to explain a new diagram or apply knowledge to a new situation.*

PROFICIENT • LEVEL 3

Most objectives represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Objectives reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Objectives represent high expectations and rigor.
- Objectives are related to "big ideas" of the discipline.
- Objectives are written in terms of what students will learn rather than do.
- Objectives represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Objectives, differentiated where necessary, are suitable to groups of students in the class.
- **Students have a clear understanding of the skill they are learning and why it is important.**

- *The objectives for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning objectives include students defending their interpretation of the story with citations from the text.*
- *Students can explain what they are reading as well as the skill they are practicing with the passage or book.*

DISTINGUISHED • LEVEL 4

All objectives represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Objectives reflect several different types of learning and, where appropriate, represent both coordination and integration. Objectives are differentiated, in whatever way is needed, for individual students.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects objectives to previous and future learning.
- Objectives are differentiated to encourage individual students to take educational risks.
- **Students are able to explain what they are learning, why it is important, and how it relates to what they have learned before as well as what they will learn next.**

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the objectives for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning.*

## 1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school 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 noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning objectives and will be of most use to the students. Accomplished 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 gain full access to the content and successfully demonstrate understanding of the learning objectives. Furthermore, expert 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 nonacademic lives.

### Measureable Components:

Resources for classroom use

*Materials must align with learning objectives.*

Resources to extend content knowledge and pedagogy

*Materials that can further teachers' professional knowledge must be available.*

Resources for students

*Materials must be appropriately challenging.*

### Ways to Measure:

Ask Students: What else could you do to learn more about this? Where else could you find more information about \_\_\_\_\_?

Ask Teacher: Where did you get materials for \_\_\_\_\_? What other materials were you planning to use?

### Observable Indicators of Success:

- Materials provided by the network
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

### Resources for Support:

Teach Like a Champion
9: Shortest Path



## UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or network, nor is the teacher aware of resources for expanding one's own professional skill.

## CRITICAL ATTRIBUTES

- The teacher uses only network-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.
- **Students are disengaged and confused because their needs are not being met.**

## POSSIBLE EXAMPLES

- *In the literacy classroom, the teacher has provided only narrative works.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- ***For their unit on China, the students find all of their information in the network-supplied textbook.***
- ***A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."***

## BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or network for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.
- **Students show signs of disengagement even with seemingly engaging topics and skills.**

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- ***Students mostly use worksheets or teacher provided notes. They are unaware of additional resources in their textbook because their teacher does not prompt them to find and use these resources.***

**PROFICIENT • LEVEL 3**

The teacher displays awareness of resources beyond those provided by the school or network, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels and are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.
- **Students are able to access information in provided resources as well as access additional information and practice from resources and habits their teacher has taught them.**

- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, **all students can participate in the discussion of important concepts.***

**DISTINGUISHED • LEVEL 4**

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or network, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.
- **Students who need additional support know where to get additional help while higher students are able to access more challenging material from the resources they are given.**

- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *The teacher is not happy with the out-of-date textbook; **his students will critique it and write their own material for social studies.***
- *Interested engineering students attend an engineering camp at a local university after their teacher recommended that they apply.*



# 1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended objectives of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, network, and school expectations for student learning and the skill to translate these into a coherent plan. It 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. Furthermore, such planning 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.

### Measureable Components:

Learning activities

*Instruction is designed to engage students and advance them through the content.*

Instructional materials and resources

*Aids to instruction are appropriate to the learning needs of the students.*

Instructional groups

*Teachers intentionally organize instructional groups to support student learning.*

Lesson and unit structure

*Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

### Ways to Measure:

Record: Objective and description of the learning activities with Blooms Level. Number of students engaged in learning activities.

Ask Students: Why do you think you are working with (Student Name)?

Ask Teacher: How did you choose groups for this activity? How does this lesson fit into the current unit?

### Observable Indicators of Success:

- Lessons that support instructional objectives and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

### Resources for Support:

Teach Like a Champion		The Skillful Teacher
6: Begin With the End 7: 5 Ms 8 Post Its 9: Shortest Path 10: Double Plan 12: The Hook 29: Do Now	12: The Hook 13: Name the Steps 14: Board = Paper 19: At Bats 20: Exit Ticket	9: Clarity: Framing the Learning, Consolidating and Anchoring the Learning 15: Curriculum Design: Lesson Planning and Instruction 17: Planning



## UNSATISFACTORY • LEVEL 1

Learning activities are poorly aligned with the instructional objectives, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

## CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional objectives.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.
- **Students are disengaged and respond by acting out.**
- **Students are grouped randomly and are allowed to choose their own groups at inappropriate times. Groups are unproductive.**

## POSSIBLE EXAMPLES

- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- ***After ninth graders have memorized the parts of the microscope, they reluctantly fill in a worksheet reviewing the same material.***

## BASIC • LEVEL 2

Some of the learning activities and materials are aligned with the instructional objectives and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.
- **Students feel rushed and do not understand the purpose of the activities they are doing.**
- **Students are disengaged because the activities are too easy or are too similar to previous activities.**

- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- ***The plan for the ELA lesson includes only paying attention to students' citing evidence from the text for their interpretation of the short story.***
- ***The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with; however, some groups excel while others get nothing accomplished.***
- ***After participating in a mini-lesson, students play a whole class play a game to reinforce the skill they learned.***

**PROFICIENT • LEVEL 3**

Most of the learning activities are aligned with the instructional objectives and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional objectives.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- The plan for the lesson or unit is well structured, with reasonable time allocations.
- **Students understand and maintain focus on the objective throughout the lesson.**
- **Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. Groups are productive for students of all levels.**

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- ***Students complete a project in small groups which are carefully selected by student reading level and learning style.***

**DISTINGUISHED • LEVEL 4**

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.
- **When asked by an observer, students are able to accurately describe what they are doing, the purpose of their learning, and explain evidence of mastery of the objective.**
- **Students have choice in activities but are still focused on the given objective.**

- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson objectives to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- ***While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.***
- ***After the cooperative group lesson, the students will reflect on their participation and make suggestions.***
- ***During a unit on ecosystems there are a variety of challenging activities in a menu; the students choose those that suit their approach to learning.***

## 1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended objectives. These assessments must be designed in such a manner that they provide evidence of the full range of learning objectives; that is, the methods needed to assess reasoning skills are different from those 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. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning objectives.

### Measurable Components:

- Congruence with instructional objectives  
*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.*

### Ways to Measure:

- Record: Objective and formative assessment
- Ask Students: How are you being graded for this unit? How do you think you will do? Why?

### Observable Indicators of Success:

- Lesson plans indicating correspondence between assessments and instructional objectives
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

### Resources for Support:

- Network Summative Assessments
- Interim Exams
- Retired EXPLORE, PLAN and ACT exams.
- AP exams aligned to content

## UNSATISFACTORY • LEVEL 1

Assessment procedures are not congruent with instructional objectives and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

## BASIC • LEVEL 2

Assessment procedures are partially congruent with instructional objectives. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional objectives.

## CRITICAL ATTRIBUTES

- Assessments do not match instructional objectives.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.
- **Students do not know how they are being assessed or how class activities relate to assessments.**

- Only some of the instructional objectives are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, **not individual students.**

## POSSIBLE EXAMPLES

- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The network gave me this entire curriculum to teach, so I just have to keep moving."*
- *Students are confused because their teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *Students exhibit test anxiety for their summative assessment because there was little or no feedback on formative assessments.*

- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *The network goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. Students do not perform well on the network summative assessment.*

**PROFICIENT • LEVEL 3**

All the instructional objectives may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning objectives have a method for assessment.
- Assessment types match learning objectives.
- Plans indicate modified assessments when they are necessary for some students.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.
- **Students understand how they are being graded because assessment criteria are clearly written and messaged to students.**

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- ***Because of their results of their formative assessment of the previous morning's project, the students are divided into groups: five students work on a more challenging one while the teacher works with six other students to reinforce the previous morning's concept.***

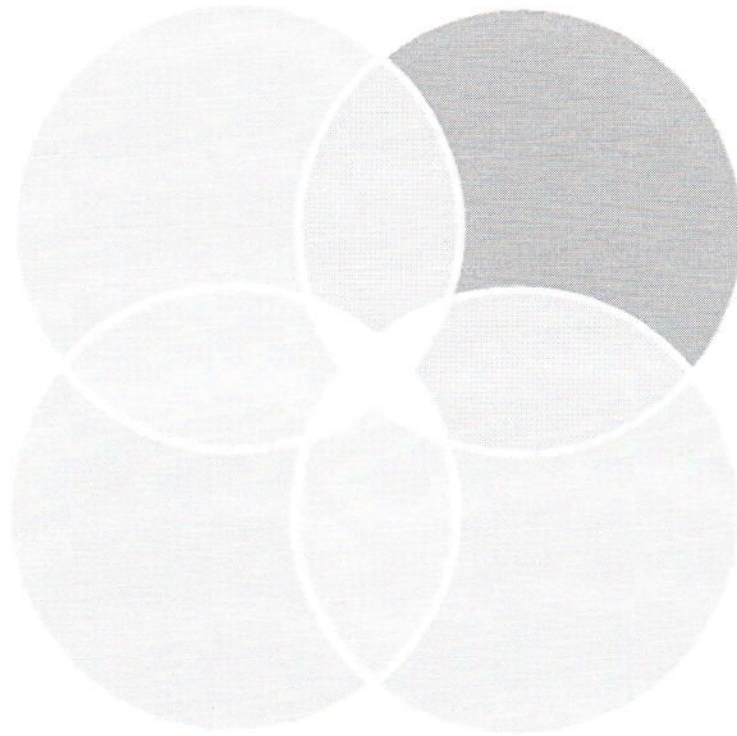
**DISTINGUISHED • LEVEL 4**

All the instructional objectives may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- **Students participate in designing assessments for their own work.**
- **Students develop rubrics according to teacher-specified learning objectives.**
- **Students are actively involved in collecting information from formative assessments and provide input.**

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- ***The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.***
- ***After the lesson the students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.***
- ***The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.***

# DOMAIN 2



THE CLASSROOM ENVIRONMENT



## 2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of 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 interactions they encourage and cultivate among students. An important aspect of respect and rapport relates 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, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

### Measureable Components:

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 not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.*

### Ways to Measure:

Script:  
 Teacher/student interactions and student/student interactions actions

Record: Number of positive, neutral, and negative interactions.

### Observable Indicators of Success:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

### Resources for Support:

Teach Like a Champion	The Skillful Teacher
35: Props	8: Discipline
41: Threshold	12: Expectations
42: No Warnings	13: Personal Relationship Building
43: Positive Framing	14: Classroom Climate
44: Precise Praise	
45: Warm/Strict	
47: Emotional Constancy	
48: Explain Everything	

## UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

## BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

## CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.
- **Students' body language indicates feelings of hurt, discomfort, or insecurity.**

- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.
- **The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.**

## POSSIBLE EXAMPLES

- *The teacher does not call students by their names.*
- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*

- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*

**PROFICIENT • LEVEL 3**

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- The teacher makes general connections with individual students.
- **Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.**
- **Students exhibit respect for the teacher.**

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*

**DISTINGUISHED • LEVEL 4**

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- When necessary, students respectfully correct one another.
- The teacher respects and encourages students' efforts.
- **There is no disrespectful behavior among students.**
- **Students participate without fear of put-downs or ridicule from either the teacher or other students.**

- *The teacher inquires about a student's soccer game last weekend (or other extracurricular activities or hobbies).*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- **Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.**
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *A student questions a classmate, "Didn't you mean \_\_\_\_\_?" and the classmate reflects and responds, "Oh, maybe you are right!"*

## 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 by a shared belief that it is essential, and rewarding, 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.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

### Measureable Components:

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 robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.*

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.*

### Ways to Measure:

Ask Students: What are you doing? What are you learning? Why is it important?

Record: Number of students on task, number of students sitting SMART, number of students asking questions, percent of students using complete sentences, percent of students completing their work.

### Observable Indicators of Success:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

### Resources for Support:

Teach Like a Champion		The Skillful Teacher
27: Vegas	45: Warm/Strict	12: Expectations
43: Positive Framing	46: The J Factor	13: Personal Relationships
44: Precise Praise	47: Emotional Constancy	14: Classroom Climate

## UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

## CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- **Students exhibit little or no pride in their work.**
- **Students use language incorrectly; the teacher does not correct them.**

## POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is network-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- **Students turn in sloppy or incomplete work.**
- **Many students don't engage in an assigned task, and yet the teacher ignores their behavior.**
- **Students have not completed their homework; the teacher does not respond.**

## BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.
- **Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."**

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- **Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.**
- **The teacher does not encourage students who are struggling.**
- **Only some students get right to work after an assignment is given or after entering the room.**

## PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- **Students expend good effort to complete work of high quality.**
- **Students answer in complete sentences with correct academic terms, because the teacher insists on precise use of language.**

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- **Students get to work right away when an assignment is given or after entering the room.**

## DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- **Students indicate through their questions and comments a desire to understand the content.**
- **Students assist their classmates in understanding the content.**
- **Students take initiative in improving the quality of their work.**
- **Students correct one another in their use of language.**

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- ***A student says, "I don't really understand why it's better to solve this problem that way."***
- ***A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.***
- ***Students question one another on answers.***
- ***A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.***

## 2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good 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, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done 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.”

### Measurable Components:

Management of instructional groups

*Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, 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's 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 at 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 classroom routines

*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.*

Supervision of volunteers and paraprofessionals

*Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.*

### Ways to Measure

Record:

- Amount of time for each transition.
- Number of students with appropriate materials.
- Number of students following each procedure.
- Students involved in leading a procedure.

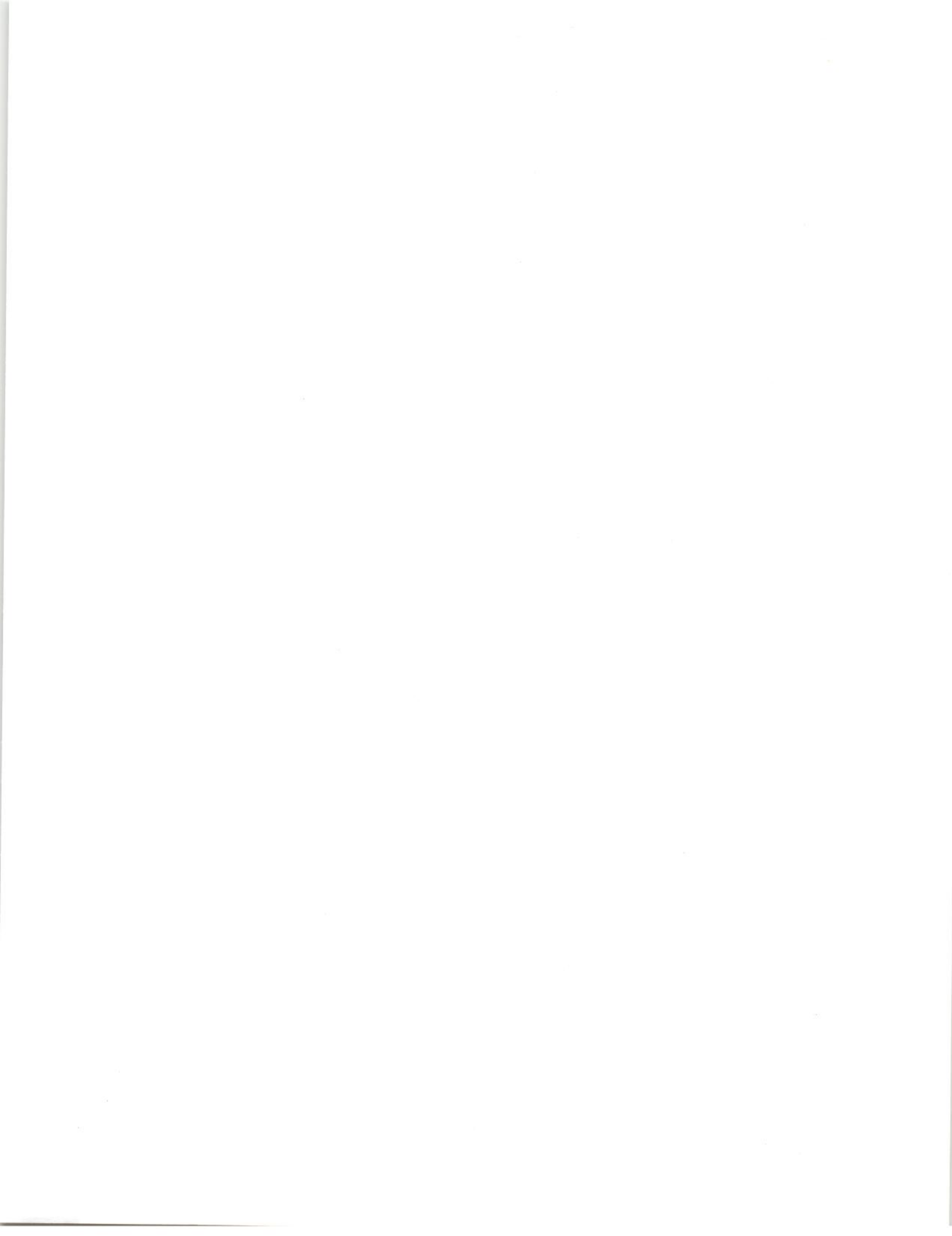
### Observable Indicators of Success:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

### Resources for Support:

Teach Like a Champion

41: Threshold  
 39: Do It Again  
 37: What to do  
 36: 100%  
 38: Strong Voice  
 40: Sweat the Details





## UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

## BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

## CRITICAL ATTRIBUTES

- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.
- **Students not working with the teacher are not productively engaged.**

- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.
- **Students not working directly with the teacher are only partially engaged.**

## POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes a lot of the time and students are not working on anything.*

- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *Some students not working with the teacher are off task.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*

**PROFICIENT • LEVEL 3**

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.
- **Students are productively engaged during small-group or independent work.**

- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- ***In small-group work, students have established roles; they listen to one another, summarizing different views, etc.***
- ***Students move directly between large- and small-group activities.***
- ***Students get started on an activity while the teacher takes attendance.***
- ***One member of each small group collects materials for the table.***

**DISTINGUISHED • LEVEL 4**

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Volunteers and paraprofessionals take initiative in their work in the class.
- **Students take initiative in distributing and collecting materials efficiently.**
- **Students themselves ensure that transitions and other routines are accomplished smoothly.**

- ***Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.***
- ***A student reminds classmates of the roles that they are to play within the group.***
- ***A student redirects a classmate to the table he should be at following a transition.***
- ***Students propose an improved attention signal.***
- ***Students independently check themselves into class on the attendance board.***

## 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.

### Measurable Components:

#### 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's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make 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 a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible*

### Ways to Measure:

Record: Student/student and teacher/student interactions in exact language.

Record: Teacher directions including mention of participation, volume, and movement.

Record: Number of students off task at each part of the lesson, number of students off task addressed during each part of the lesson, number of uniform violations, number of students with gum.

Script: Teacher positive praise.

Ask Teacher: Describe student behavior in your class today. Was that normal, better, or worse?

### Observable Indicators of Success:

- 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
- Absence of misbehavior
- Reinforcement of positive behavior

### Resources for Support:

Teach Like a Champion	
36: 100%	44: Precise Praise
39: Do it Again	45: Warm/Strict
40: Sweat the Details	47: Emotional Constancy
42: No Warnings	48: Explain Everything



## UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

## BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

## CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- **Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.**

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.
- **A couple of students disrupt the classroom, but they do not respond to teacher redirection because of inconsistencies.**

## POSSIBLE EXAMPLES

- *An object flies through the air, apparently without the teacher's notice.*
- ***Students are running around the room, resulting in chaos.***
- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- ***To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."***

**PROFICIENT • LEVEL 3**

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.
- **Students are behaving according to school nonnegotiables as well as classroom rules. They know that the teacher will respond if they do not meet expectations.**

- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- ***Upon a nonverbal signal from the teacher, students correct their behavior.***

**DISTINGUISHED • LEVEL 4**

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- The teacher silently and subtly monitors student behavior.
- **Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.**
- **Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.**

- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- ***A student suggests a revision to one of the classroom rules.***
- ***A student reminds her classmates of the class rule about chewing gum.***

## 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 what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

### Measurable Components:

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 these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.*

### Ways to Measure:

Record: Set up of the classroom including visuals, student seating, and teacher placement.

Record: Student use of technology and number of students engaged.

Ask Teacher: How did you choose this set up for your class? How did you decide to use the projector and powerpoint?

### Observable Indicators of Success:

- 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

### Resources for Support:





## UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

## BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

## CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Available technology is not being used even if it is available and its use would enhance the lesson.
- **Many students can't see or hear the teacher or see the board.**

- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.
- **The physical environment is safe, and most students can see and hear the teacher or see the board.**

## POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- ***There is a pole in the middle of the room; some students can't see the board.***

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- ***The classroom desks remain in two semicircles after a discussion several days earlier, requiring students to lean around their classmates during small-group work.***

**PROFICIENT • LEVEL 3**

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.
- **The classroom is safe, and all students are able to see and hear the teacher or see the board.**

- *There are established guidelines concerning where materials are left during class to keep the pathways clear; students comply.*
- *The use of an Internet connection extends the lesson.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*

**DISTINGUISHED • LEVEL 4**

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- The teacher and students make extensive and imaginative use of available technology.
- **Students take the initiative to adjust the physical environment.**

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*