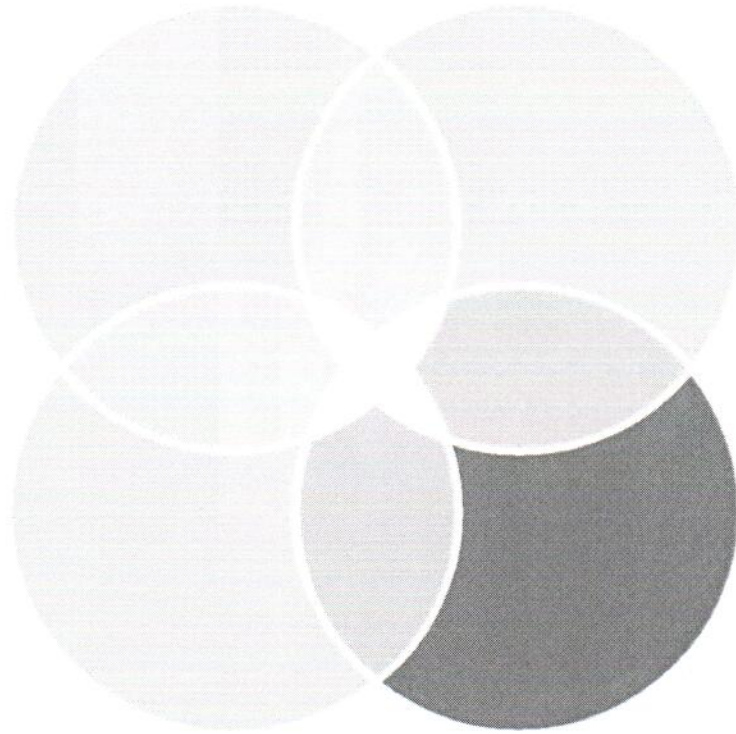


DOMAIN 3



INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Measureable Components:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Observable Indicators of Success:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

Resources for Support:

Teach Like a Champion	The Skillful Teacher
13: Name the Steps 14: Board = Paper 37: What To Do	9: Clarity: Presenting Information 9: Clarity: Mental Engagement

Ways to Measure:

Ask Students: What are you supposed to be doing right now? What are you learning by doing this? Can you explain what you have learned so far?

Script: Teacher communication with students including directions and imaginative language use.

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- The teacher makes a serious content error that will affect students' understanding of the lesson.
- At no time during the lesson does the teacher convey to students what they will be learning.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.
- **Students indicate through body language or questions that they don't understand the content being presented.**
- **Students indicate through their questions that they are confused about the learning task.**

POSSIBLE EXAMPLES

- *The teacher states that to add fractions they must have the same numerator.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.
- **Students engage with the learning task, indicating that they understand what they are to do.**

- *The teacher uses a board or projector for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *A student explains "By the end of today's lesson we will all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" Several students give possible examples.*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- **Students suggest other strategies they might use in approaching a challenge or analysis.**
- **If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.**
- **Students use academic language correctly.**

- *The teacher says, "Here's a spot where some The teacher asks, "Who would like to explain this idea to us?"*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

DOMAIN 3 • INSTRUCTION

Measurable Components:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Ways to Measure:

Record: Number of times the teacher cold calls and track students cold called.

Script: Teacher questions, level on Blooms, and number of correct answers.

Script: Teacher response to student answers.

Record: Percent of students participating.

Record: Number of interactions between teacher/student and student/student.

Observable Indicators of Success:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

Resources for Support:

Teach Like a Champion		The Skillful Teacher
1: No Opt Out 3: Stretch It 17: Ratio 25: Wait Time 26: Everybody Writes	4: Stretch It 22: Cold Call 23: Call and Response 24: Pepper 26: Everyone writes	9: Clarity: Questioning

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- The teacher does not ask students to explain their thinking.
- All discussion is between the teacher and students; **students are not invited to speak directly to one another.**
- **Only a few students dominate the discussion.**

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, **but few students respond.**
- The teacher calls on many students, but **only a small number actually participate in the discussion.**
- The teacher asks students to explain their reasoning, **but only some students attempt to do so.**

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- The teacher asks students to justify their reasoning, and **most attempt to do so**.
- **Discussions enable students to talk to one another without ongoing mediation by teacher.**
- **All students are called on, even those who don't initially volunteer.**
- **Many students actively engage in the discussion.**

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*

DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- **Students extend the discussion, enriching it.**
- **Students initiate higher-order questions.**
- **Students invite comments from their classmates during a discussion and challenge one another's thinking.**
- **Virtually all students are engaged in the discussion.**

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*

3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

DOMAIN 3 • INSTRUCTION

Measureable Components:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or network's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Ways to Measure:

Record: Start and stop times for all activities and lesson parts.

Record: Number of students able to finish tasks in a given amount of time.

Record: Number of groups on task during group work.

Record: Blooms level of activities and assignments.

Record: Number of minutes with active teacher thinking time vs. active student thinking time.

Script: Student responses to challenge. Ex: "I can't do this; I'm done." Or "This is hard by I'm going to keep trying."

Observable Indicators of Success:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Resources for Support:

Teach Like a Champion	The Skillful Teacher
9: Shortest Path 10: Double Plan 12: The Hook 22: Cold Call 23: Call and Response 29: Do Now 32: SLANT 38: Strong Voice	3: Attention 9: Clarity: Consolidating and Anchoring the Learning 15: Curriculum Design: Lesson Planning and Instruction

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional objectives, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional objectives but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

CRITICAL ATTRIBUTES

- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- **Few students are intellectually engaged in the lesson.**
- **Students are in one type of instructional group (whole group, small groups) when variety would promote more student engagement.**

- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- **Some students are intellectually engaged in the lesson.**
- **Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.**
- **The students' instructional grouping are partially appropriate to the activities.**

POSSIBLE EXAMPLES

- *The teacher lectures for 45 minutes.*
- ***Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.***
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*

- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- ***Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.***
- *Students are asked to fill in a worksheet, following an established procedure.*

PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional objectives and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The teacher uses groupings that are suitable to the lesson activities.
- **Students are invited to explain their thinking as part of completing tasks.**
- **Because of the pacing of the lesson, students have the time needed to be intellectually engaged.**

- *The lesson is neither rushed nor does it drag.*
- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Lesson activities require high-level student thinking and explanations of their thinking.
- **Virtually all students are intellectually engaged in the lesson.**
- **Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.**
- **Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.**

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

DOMAIN 3 • INSTRUCTION

Measureable Components:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Ways to Measure:

Record: What was the teacher looking for as they circulated?

Ask Students: How do you know that you are doing this correctly? How are you being graded?

Ask Teacher: How did students do on this lesson? How do you know?

Ask Teacher: How do you record student progress during your lesson? Do you have a clipboard?

Script: Teacher feedback to students as a class, individuals, or small groups.

Observable Indicators of Success:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Resources for Success:

Teach Like a Champion	The Skillful Teacher
16: Break it Down 18: Check for Understanding 20: Exit Ticket 19: At Bats	9: Clarity: Check for Understanding Assessment 10: Assessment 12: Expectations: Classroom Interventions 19: Assessment: Component Five: Frequent High-Quality Feedback

UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- **Students receive no feedback, or feedback is global or directed to only one student.**
- **Students do not evaluate their own or classmates' work.**

POSSIBLE EXAMPLES

- *The teacher forges ahead with a presentation without checking for understanding.*
- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*

BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- The teacher makes only minor attempts to engage students in self- or peer assessment.
- **There is little evidence that the students understand how their work will be evaluated.**
- **The feedback students receive is vague and not oriented toward future improvement of work.**

- *The teacher asks, "Does anyone have a question?"*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- ***When a student completes a problem on the board, the teacher corrects the student's work without explaining why.***
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*

PROFICIENT • LEVEL 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- **Students are invited to assess their own work and make improvements; most of them do so.**
- **Feedback students receive includes specific and timely guidance, at least for groups of students.**

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; **most of them engage in this task.***

DISTINGUISHED • LEVEL 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- **Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.**
- **Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.**
- **High-quality feedback comes from many sources, including students; it is specific and focused on improvement.**

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- ***The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.***
- ***Students offer feedback to their classmates on their work.***
- ***Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.***

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

Measurable Components:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Ways to Measure:

Ask Teacher: Why did you switch ____? I thought you had planned to do ____?

Script: Unexpected events and teacher response.

Observable Indicators of Success:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

Resources for Support:

Teach Like a Champion	The Skillful Teacher
10: Double Plan 11: Draw the Map 16: Break it Down 18: Check for Understanding	9: Clarity: Framing the Learning 12: Expectations: Classroom Interventions

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.
- **Students do not feel that their teacher cares and may express these feelings through disruptions or shutting down.**

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this." **Students act out as because they feel disrespected.***
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." **Some students complete the homework, but other students are too frustrated to even attempt it.***

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.
- **Students may recognize that the teacher is trying, but they do not respond as a result of feeling lost in the class material.**

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." **Students feel frustrated and may begin to shut down.***
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; **some students do improve their understanding.***

PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson. **Students may or may not notice these changes, but their understanding and investment improves.**

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. **Students are more interested in this example than the example they originally went over in the book.***
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. **Students react by trying a new way because they see their teacher changing the lesson to make sure that they understand.***

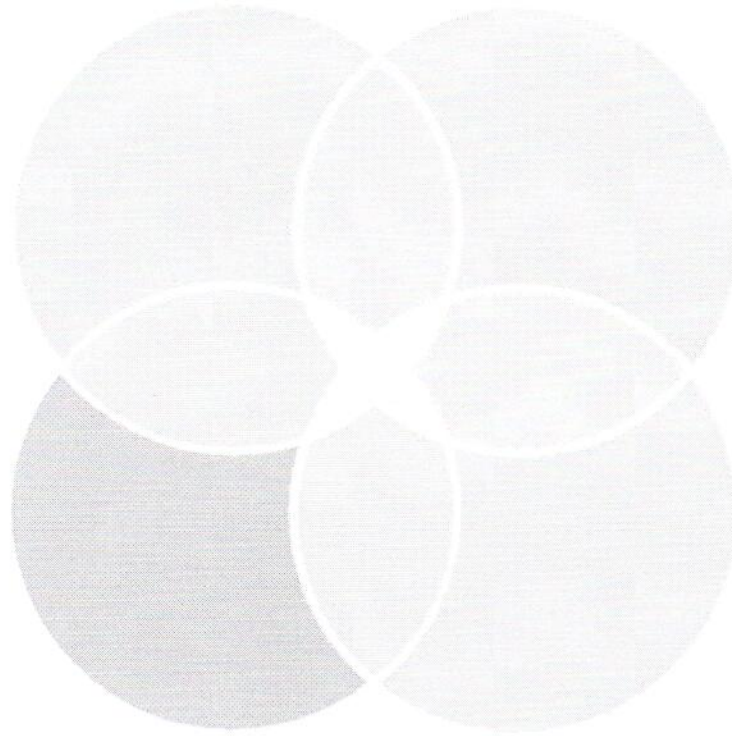
DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. **All students are engaged in the lesson.**
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. **Students work with her and other students in the class to ensure that everyone understands.**

- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." **Students are attentive and smoothly transition because they are invested in learning the material.***
- *The teacher incorporates the school's upcoming championship game into an explanation of averages. **Students are excited to continue their discussion about this topic, especially the members of the team.***

DOMAIN 4



PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

Measurable Elements:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Ways to Measure:

Review: Teacher self reflections after a lesson.

Script: Teacher responses during debriefs.

Record: Improvement on action steps over time.

Observable Indicators of Success:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

Resources:

UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional objectives, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional objectives were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved, creating specific action steps for their own development.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's self reflection on Bloomboard indicates several possible lesson improvements.*

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire. They are self directed in creating action plans for their development.

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Measurable Components:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Ways to Measure:

Record: Last update of gradebook.

Record: Paper systems in the classroom including paper distribution and collection.

Record: Number of merits and demerits entered for each class compared to infractions observed.

Ask Teacher: How do you maintain your gradebook? What are your systems for grading and handing back papers?

Observable Indicators of Success:

- Routines and systems that track student completion of assignments within 96 hours of collection.
- Systems of information regarding student progress against learning objectives, including use of Mastery Manager and/or GoogleDocs.
- Processes of maintaining accurate noninstructional records, including updating Powerschool for behavior.

Resources for support:

- Mastery Manager
- Powerschool

UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Powerschool gradebook is infrequently updated.
- Record-keeping systems are in disarray and provide incorrect or confusing information.
- Students are unaware of their academic progress and are surprised when behavior infractions are updated well after the event.

POSSIBLE EXAMPLES

- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*

BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.
- **Students often find mistakes in grades or behavior items the teacher tracks.**

- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.
- The teacher's process for recording completion of student work is efficient and effective; **students have access to information about completed and/or missing assignments.**

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- ***Students are aware of their progress and are able to access information on Googleclassroom if they miss class or have additional questions.***

DISTINGUISHED • LEVEL 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- **Students contribute to and maintain records indicating completed and outstanding work assignments.**
- **Students contribute to and maintain data files indicating their own progress in learning.**
- **Students contribute to maintaining noninstructional records for the class.**

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

Measurable Components:

- Information about the instructional program
The teacher frequently provides information to families about the instructional program.
- Information about individual students
The teacher frequently provides information to families about students' individual progress.
- Engagement of families in the instructional program
The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Ways to Measure:

Record: Number of parent phone calls.

Ask Teacher: How do you involve parents in their student's work for this class?

Observable Indicators of Success:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Resources for Support:

- School social worker for difficult situations
- Powerschool for attendance and grade reports
- Deans for help with behavior calls
- Google sites

UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- There is some culturally inappropriate communication
- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.

- School- or network-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*

- *A parent says, "I received the network pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *A parents says, "This teacher keeps on calling me about my students behavior, but does not problem solve with me about how to fix it. I'm ready for more calls in the future."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- All of the teacher's communications are highly sensitive to families' cultural norms.
- **Students regularly develop materials to inform their families about the instructional program.**
- **Students maintain accurate records about their individual learning progress and frequently share this information with families.**
- **Students contribute to regular and ongoing projects designed to engage families in the learning process.**

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger network, or both. These activities include such things as school and network curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Measurable Components:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and network projects

Teachers contribute to and support larger school and network projects designed to improve the professional community.

Ways to Measure:

Script: Teacher interactions in department, grade level, and advisory meetings.

Record: Number of above and beyond hours.

Ask Teacher: What other professional development have you attended this year? How are you involved in organizations of other teachers who teach this subject?

Observable Indicators of Success:

- Regular teacher participation with colleagues to share and plan for student success, including weekly planning and data meetings with course or content teams.
- Regular teacher participation in professional courses or communities that emphasize improving practice, including opportunities within the Carmen network and outside resources.
- Regular teacher participation in school initiatives, including family dinners, student performances, and sports activities.
- Regular teacher participation in and support of community initiatives, including recruitment of students and neighborhood development activities.

Resources for Support:

- Grade Level Lead
- Advisory Lead
- Department Chair
- Director of Curriculum and Instruction
- Principal

UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and network projects.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and network and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend weekly meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 7:30-4 and not a minute more. I won't serve on any network committee unless they get me a substitute to cover my class."*

BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or network requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and network projects when specifically asked.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as network and community projects.

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends course or content meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the network literacy committee only when requested to do so by the principal.*

PROFICIENT • LEVEL 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and network projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school network and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the his content team during the summer network social studies review and brings his substantial knowledge of U.S. history to the course writing team.*

DISTINGUISHED • LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and network projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or network life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant network and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the network wellness committee, and involves healthcare and nutrition specialists from the community.*

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Measurable Components:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Ways to Measure:

Ask Teacher: What have you done to stay current in your knowledge of this subject?

Record: Number of observations of colleagues.

Observable Indicators of Success:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Resources for Support:

- Director of Curriculum and Instruction
- Schools that Can Milwaukee
- Department Chair and department members

UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with coaches or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*

BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

- The teacher participates in professional activities when they are required or provided by the network.
- The teacher reluctantly accepts feedback from coaches and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

- *The teacher politely attends network workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and coaches into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the network's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from coaches and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher has initiated an action research project in order to improve her own instruction in order to receive even more feedback.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and network policies and procedures but are willing to work to improve those that may be outdated or ineffective.

Measurable Components:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and network regulations

Teachers adhere to policies and established procedures.

Ways to Measure:

Script: Teacher interactions in group meetings and difficult situations.

Record: Instances of honesty and dishonesty.

Record: Breach of policies and procedures.

Observable Indicators of Success:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling network mandates regarding policies and procedures

Resources for Support:

- Employee Handbook
- Campus Internal Staff Handbook

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and network regulations.

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and network regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects network regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with network regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning and sit in the lobby.*
- *The teacher fails to notice that one of his students is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their network cumulative folders; it is time-consuming, and he wants to leave early for summer break.*

- *The teacher says, "I have always known my course partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's course partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his network-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*

PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and network regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with network regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some communication problems in one of her students; she calls in the social worker to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the network's new online curriculum mapping system and writes in all of her courses.*

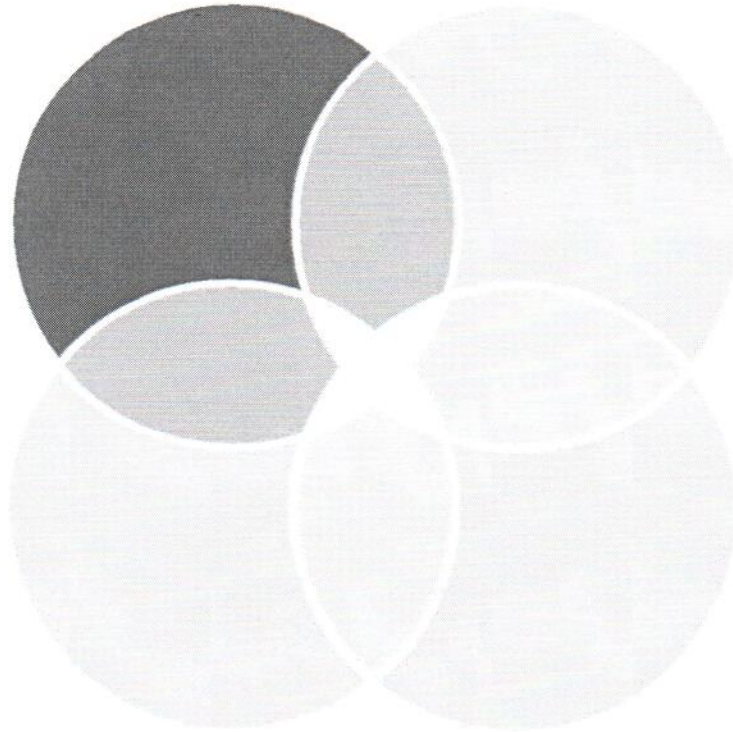
DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and network regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding network regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the network adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*

DOMAIN 5



ADVISORY

5a DEVELOPING SELF DIRECTED LEARNERS WITH A GROWTH MINDSET

An essential responsibility of advisors is to help all students to develop as self directed learners with a growth mindset. These include planning for and maintaining a system of individual meetings with advisees. Proficiency in this component is vital because these meetings and plans that the student develops with the advisor will be one step towards the student's success. The methods of meeting with students and helping them problem solve can vary. For example, one advisor may informally meet with students and have them create more formal written plans, while another advisor may have students record and reflect on their grades before meeting with their advisor.

Measureable Components:

Supports for Self Directed Problem Solving

Most students, particularly at the secondary level, need help solving problems that come up in their academic or personal lives. Students eventually need to be able to identify these problems and solve them more and more independently throughout middle and high school in order to produce self directed learners.

1-1 Meetings with Advisees

In order to help students make plans to solve problems or identify areas of success, advisors need to know where each student "is" in his or her learning and behavior. The student will meet regularly with their advisor to discuss academic progress and any behavior concerns.

Academic and Nonacademic Success Plans

Students, with the help of advisors, should make plans for their improvement in academics or behavior as well as extracurricular or future plans.

Ways to Measure:

Ask Students:

- How are you doing in your classes? What is your plan for improving your grade in _____?
- What is your merit average? Have you increased or decreased our average throughout the week or compared to last week?
- When was the last time you met with your advisor? What did you talk about? How often do you meet with your advisor every month?

Record:

- Visual trackers or individual student folder trackers used for student progress.

Ask Advisor:

- How often do you meet with each advisee? What is your routine and schedule?

Observable Indicators of Success:

- Advisors meeting with advisees to discuss academics, behavior, or personal concerns at least every 3 weeks.
- Students creating plans and problem solving for their improvement or continue success with the help of their advisor and eventually on their own.

Resources for support:

- Advisory lead – examples of student plans, especially for trends within the specific grade level.
- School Social Worker – information about students of concern.
- Dean of Students – ideas of how to manage and perform 1-1's with each student.

UNSATISFACTORY • LEVEL 1

The advisor's system for maintaining consistent meetings with students is nonexistent or in disarray. Medium to low expectations for student achievement are the norm. High expectations are reserved for one or two students. The advisor has informal conversations with students that are not productive in helping them problem solve for their own improvement.

BASIC • LEVEL 2

The advisor's system for meeting consistently is rudimentary and only partially effective. The advisor's records of students' plans for success are ineffective. The advisor's meetings with students are adequate but inefficient and, unless given frequent oversight by the dean or advisory lead student meetings are ineffective. Teacher conveys student success as a result of natural ability rather than hard work. High expectations for learning are reserved for those students who have a natural aptitude.

CRITICAL ATTRIBUTES

- There is no system for individual meetings with students.
- Student plans are nonexistent or are in disarray and provide incorrect or confusing information.
- **Students are unaware of their academic progress and are surprised when behavior infractions are updated well after the event.**
- **Students in the advisory blame advisors for their failure or success.**
- **Students do not express a growth mindset.**

- The advisor has a process for meeting with students individually. However, it may not always be executed or allow the advisor to meet with all students every 3 weeks.
- The advisor's process for making plans with students is basic without adjusting for specific students' needs.
- **Students often do not find relief or guidance in the problem solving meetings they have with their advisor.**
- **They are frustrated and unable to improve their own academic progress.**

POSSIBLE EXAMPLES

- *The advisor says, "I only have time for a few conferences with students, but it doesn't matter—I know that some students will never try."*
- ***A student says, "I'm not doing well in Algebra class, but I've never been good at math so it's not worth it to try the homework."***

- *The advisor says, "I've got all these notes about how the kids are doing; I should use it to help them understand what they need to do, but I don't have time."*
- *During individual meetings, the advisor gives similar advice and has similar meetings with all students, despite major differences in students' situations.*
- ***A student says, "My advisor doesn't really help me at all. I know I can do better in math, but I don't know where to start."***

PROFICIENT • LEVEL 3

The advisor's system for maintaining individual meetings and creating plans with students is fully effective. In all interactions, the advisor demonstrates a growth mindset.

- The advisor has an efficient and effective process for recording student attainment of improvement plans; students are able to see how they're progressing.
- The advisor's process for meeting with students is efficient and effective.
- **Students feel supported and are learning to develop problem solving skills on their own while maintaining a growth mindset.**

- *On the class website, the advisor creates links to resources to help students improve their grades and self reflecting.*
- *The advisor's records illustrate student progress towards improvement goals.*
- ***Students are aware of their progress and are able to start problem solving on their own.***
- ***Even struggling students say, "I'm not doing well in Algebra, but know that I can improve by completing my homework during the unit. If I don't do well on the exam, I will already be ready to reassess."***

DISTINGUISHED • LEVEL 4

The advisor's system for maintaining individual meetings and creating plans with students is fully effective. Students encourage each other to have a growth mindset based on the example of the advisor. Students contribute information and participate in helping each other improve their academics and/or behavior.

- **Students contribute to and maintain their own improvement plans.**
- **Students contribute to and help lead individual meetings with their advisor.**
- **Students are generally able to solve their own problems.**

- ***Students in each team within an advisory keeps track of their grades and encourage each other as well as form study groups to improve.***
- ***When asked about her progress in a classes, a student proudly shows her improvement plans and how the documents have helped her raise her GPA throughout the semester.***
- ***When they check their weekly grades, students add their own information to an advisory googledoc tracker.***

5b SCHOOL CULTURE AND RELATIONSHIP BUILDING

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Advisors 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 advisor responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the advisory. 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 advisor or other students.

Respect, Responsibility, and Trust shown to the advisor by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among advisors and students are the hallmark of a successful advisory.

Measureable Components:

Advisor interactions with students, including both words and actions

A advisor's interactions with students set the tone for the classroom. Through their interactions, advisors 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 advisor'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 advisory environment. Advisors not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Ways to Measure:

Record:

- Address of students not participating.
- Acknowledgement and respect of different interests and backgrounds.
- Trust in students to complete work in groups and independently in a more informal setting.

Script:

- Student/student interactions including instances of politeness and encouragement.

Record:

- Number of students taking responsibility and how.
- Number of students shutting down.
- Number of students left out of the whole group and why.
- Number of students on task.
- Number of students in dress code.

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 advisor and students
- Politeness and encouragement
- Students taking responsibility for the success of the advisory as a whole.

Resources for Support:

UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between advisor 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 advisor does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

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

POSSIBLE EXAMPLES

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

BASIC • LEVEL 2

Patterns of classroom interactions, both between advisor 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 advisor attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

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

- *The advisor says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *Students attend passively to the advisor, 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 whisper to each other after one student speaks in a circle.*

PROFICIENT • LEVEL 3

Advisor-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 advisor. The advisor 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 advisor and students and among students is uniformly respectful.
- The teacher shares some information about themselves.
- The advisor successfully responds to disrespectful behavior among students.
- The advisor 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 advisor.**

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

DISTINGUISHED • LEVEL 4

Classroom interactions between the advisor and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the advisor 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 advisor demonstrates knowledge and caring about individual students' lives beyond the class and school as well as shares information about themselves.
- When necessary, students respectfully correct one another.
- The advisor respects and encourages students' efforts.
- **There is only respectful behavior among students.**
- **Students participate without fear of put-downs or ridicule from either the advisor or other students.**

- *The advisor inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *The advisor says, "That's an interesting idea, Josh, but Aaron was saying..."*
- **Students say "Shhh" to classmates who are talking while the advisor or another student is speaking.**
- **Students respond enthusiastically when a normally quiet student shared in circle..**
- **A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"**

5c FAMILY/SCHOOL INTERACTION

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of advisors to provide opportunities for them to understand both the instructional program and their child's progress. Advisors establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. An advisor's effort to communicate with families conveys the advisor's essential caring, valued by families of students of all ages.

Measurable Components:

Advisee Attendance

Student attendance is a key factor of student success.

Information about the instructional program

The advisor frequently provides information to families about the instructional program.

Information about individual students

The advisor frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The advisor frequently and successfully offers engagement opportunities to families so that they can participate in the learning and community building activities.

Ways to Measure:

Script:

- Advisor addressing students who are late or have been absent.

Record:

- Number of students in advisory on time.

Observable Indicators of Success:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the advisor and families, especially for students of concern for academics, behavior, and attendance.
- Frequent opportunities for families to engage in the community and learning process

Resources for Support:

UNSATISFACTORY • LEVEL 1

The advisor provides little information about the instructional program to families; the advisor's communication about students' progress is minimal. The advisor does not respond, or responds insensitively, to parental concerns.

BASIC • LEVEL 2

The advisor makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- There is some culturally inappropriate communication
- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.

- School- or network-created materials about the instructional program are sent home.
- The advisor sends home infrequent or incomplete information about the instructional program.
- The advisor maintains a school-required communication but does little else to inform families about student progress.
- Some of the advisor's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know how my student is doing in school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A advisor says, "That student misses at least a day each week. I called their parents at the beginning of the year, but they don't seem to care."*

- *A parent says, "I received the network pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the advisor about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *A advisor says, "I'm worried about this student's attendance, but I don't think there is anything I can do. If there was something I could do to help, I would."*

PROFICIENT • LEVEL 3

The advisor provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The advisor makes some attempts to engage families in the instructional program.

- The advisor regularly makes information about the instructional program available.
- The advisor regularly sends home information about student progress.
- The advisor develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the advisor's communications are appropriate to families' cultural norms.

- *The advisor sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The advisor creates a monthly progress report, which is sent home for each student.*
- *The advisor creates an incentive around attendance to help promote coming to school every day.*

DISTINGUISHED • LEVEL 4

The advisor communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The advisor responds to family concerns with professional and cultural sensitivity. The advisor's efforts to engage families in the instructional program are frequent and successful.

- All of the advisor's communications are highly sensitive to families' cultural norms.
- **Students regularly develop materials to inform their families about the instructional program.**
- **Students maintain accurate records about their individual learning progress and frequently share this information with families.**
- **Students contribute to regular and ongoing projects designed to engage families in the learning process.**

- *Students create materials for Parent Teacher conferences that explain their individual progress throughout the first quarter.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project to help make sure all of their advisory comes to school every day.*

5d STUDENT INVOLVEMENT IN THE SCHOOL AND COMMUNITY

In advisory, it is important that community service be used to deepen student understanding rather than serve as a box to check off. Community service encourages students to make connections among their reality and others' realities and to arrive at new understandings of their world. Additionally, advisors should encourage their advisees to participate in extracurricular activities to expand their experiences outside of the classroom. Skills and character traits such as teamwork and grit can be practiced in the classroom, but students also benefit from practice of these skills outside of an academic setting. Experiences in extracurricular activities and learning that occurs through community service ensures that all students feel included in the Carmen community and invested in its mission.

Measurable Components:

Extracurricular Activities

Some students may have athletic or club experience from previous schools; however many need to be encouraged to branch out and find new interest in additional sports and clubs.

Community Service

While some students may come to school already having community service experience, other students need support in finding and starting community service. Students will reflect on their community service and share their experiences in advisory.

Student participation

In some advisories some students tend to dominate in their participation in community service and extracurriculars; other students, recognizing this pattern, hold back in their own participation. The skilled advisor uses a range of techniques to encourage all students to contribute to the community inside and outside of school. They also enlists the assistance of students to ensure this outcome.

Observable Indicators of Success:

- Student participation in extracurricular activities.
- Advisors and advisees planning or discussing community service.
- Student investment in the Carmen community.

Resources for Support:

Ways to Measure:

Ask Advisor:

- What are students in your advisory involved in? How are you encouraging those who are not involved?
- What community service has your advisory done? How are you addressing students who are off track to have their 20 hours?

Ask Students:

- What activities are you involved in at Carmen? Why? How do you like it?
- How are you doing with your community service hours? Where have you volunteered? What was that experience like?

UNSATISFACTORY • LEVEL 1

The majority of the advisory does not participate in community service or any extracurricular activities. Only a few students meet the community service requirement. The advisor does not attempt to invest students in Carmen through extracurricular activities and community service.

CRITICAL ATTRIBUTES

- Very few students participate in community service and extracurricular activities.
- The advisor does not attempt to have students participate in extracurricular activities or community service.
- Few students understand the importance of community service.

POSSIBLE EXAMPLES

- *The only community service completed by the advisory is the mandatory Carmen day.*
- ***Students are not invested and Carmen and do not want to participate in extracurricular activities.***
- ***Students say "Why do we even have to do community service? It's so dumb."***

BASIC • LEVEL 2

The advisor attempts to have several students participate extracurricular activities, but only a few advisees try new activities. The advisor attempts to engage all students in community service. Several students meet the community service requirement.

- Several students participate in community service and extracurricular activities.
- The advisor promotes extracurricular activities and community service opportunities to the whole class but does not address individual students.

- The advisor helps the advisory plan some community service, but not many students are able to participate.
- The advisor attempts to help students reflect on possible extracurricular activities, but their response is simply "I'm not good at any sports and I don't have time for anything but school."

PROFICIENT • LEVEL 3

The advisor creates a genuine interest in community service and extracurricular activities. The advisor challenges students to try new activities or experiences.

- **Almost all or all students participate in community service and extracurricular activities.**
- Advisor individually addresses students about extracurricular activities in addition to delivering the common message given in announcements.

- *The advisor follows up with students to ask about their community service project this past weekend.*
- *During normal advisory announcements, the advisor reviews upcoming extracurricular and community service opportunities. She makes a list of students interested so that she can follow up with them later.*
- ***Students explain the importance of community service to a neighbor of the school during Carmen Day.***

DISTINGUISHED • LEVEL 4

Students formulate many ideas about community service and some even form their own club or help start a new sport. Students themselves ensure that all advisees meet their community service requirement.

- **All students participate in community service and extracurricular activities.**
- The advisor encourages all students to participate in existing extracurricular activities as well as creating new ones.

- ***A student asks, "Who do you think could be the moderator of a writing club?"***
- ***A student ask another student about their community service experience this past weekend.***
- ***A student asks, "What if we had...?"***