**AR TESS**

**Sample Coaching Prompts**



**1A: KNOWLEDGE OF CONTENT AND PEDAGOGY**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| KNOWS CONTENT & STRUCTURE OF THE DISCIPLINE | Makes or does not correct content errors; does not understand appropriate strategies for instruction***My notes from your planning and lesson show some incorrect content being used. How that could be prevented in the future?*** | Familiar w/concepts but not relation to each other***You’ve shown that you understand the concepts of your instruction. Let’s think about the sequence and relationships of the concepts.*** | Solid knowledge of important concepts and relationships***You established a great foundation for the content of your lesson. How might you extend that work to your students’ learning in other content areas?*** | Extensive knowledge of important concepts and knows relationships to each other and to other disciplines***You have truly shown an ability to encourage your students learning across the board. What format could you use to encourage your peers toward this skill?***  |
| KNOWS PREREQUISITE RELATIONSHIPS | Little understanding of prerequisites important to learning***Can you explain what your students should know before today’s lesson to be successful with the learning?*** | Some awareness of prerequisite: may be inaccurate or incomplete***Let’s think again about what prior knowledge and skills your students need to bring to today’s lesson.*** | Accurate understanding of prerequisites: topics and concepts***You clearly understand the prerequisites of this lesson’s content; what resources could be used to support students’ extension of their learning?*** | Understands prerequisites and provides link to necessary structures to ensure understanding***You have shown terrific ability to allow your students to apply their own successful learning strategies to the content. How could you work with your students to illustrate this process for other teachers and learners?*** |
|   | Little or no understanding of appropriate pedagogical approaches***Now that we’ve talked about the content, what would be a good strategy to encourage your students’ higher order thinking? How could you create a focus for appropriate measurable outcomes?*** | Limited range of appropriate pedagogical approaches to discipline or students***The instructional strategies planned really seem to target the students in this class. Will some be left out of the learning? What other approach to the lesson would benefit them?*** | Familiar w/wide range of effective pedagogical approaches in the discipline***The questions and discussion you have planned are great. Can you think of any errors in understanding your students may experience? What can be done about that?*** | Familiar w/wide range of effective pedagogical approaches in the discipline, anticipates student misconceptions. ***You have shown great understanding in this content by planning - even for misconceptions. Would you be willing to lead a discussion on this process with your peers?*** |
| **1A: Knowledge of Content and Pedagogy Indicators:*** Lesson & Unit plans have important concepts from discipline
* Plans consider prerequisites – concepts and skills
* Clear and accurate explanations
* Accurate answers to student questions
* Feedback furthers learning
* Interdisciplinary connections in plans & practice
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**1B: KNOWLEDGE OF STUDENTS**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| KNOWS CHILD & ADOLESCENT DEVELOPMENT | Little or no understanding/doesn’t seek to know***As I spend time looking over your plans for this lesson, I realize we might benefit from some information on the stages of cognitive, social and emotional development describing your learners.*** | Understands the importance of knowing about class as a whole***Your instructional plan shows you have a good understanding about child development in general for this level of learner. What can we find out about how each student learns best?*** | Understands active nature of student learning***You have planned this lesson while considering the best strategies for student groups to learn together; let’s improve this by looking at the learning of individuals in your class.*** | Actively seeks knowledge from a variety of sources for individual students.***You have a terrific method of focusing the learning in consideration of individual learners. Would you be willing to facilitate a roundtable discussion of this idea for our next staff meeting?*** |
| KNOWS THE LEARNING PROCESS | Little or no understanding/doesn’t seek to know***Please describe the learning styles of two learners in this class. Let’s talk about the differences in the styles and modes of their learning.*** | Understands the importance of knowing about class as a whole***You have shown that you understand your learners in general. Let’s think about their characteristics when learning and how that might affect the success of your planned groups.*** | Understands nature of student learning/has info on groups of students***You clearly understand the dynamics of students working in groups; now, how could you arrange to help the individuals in those groups?*** | Actively seeks knowledge from a variety of sources for individual students.***Since you understand addressing the needs of individual learners, how could you share this process with others on your team?*** |
| KNOWS STUDENTS’ SKILLS, KNOWLEDGE, LANGUAGE PROFICIENCY | Little or no understanding/doesn’t seek to know***It’s important to understand the academic performance level of your students. How might you access that information?*** | Understands the importance of knowing about class as a whole***When considering the effective use of groups for your instruction, how could you learn about experiences of the students working together?*** | Seeks info from several sources about groups***Your plans are solid for the work of groups you have arranged. How could you extend that structure for individual students?*** | Actively seeks knowledge from a variety of sources for individual students.***Outstanding – you really know your students! Would you be willing to share your secrets for appropriately supporting students as individual learners?*** |

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| KNOWS STUDENTS’ SPECIAL NEEDS | Little or no understanding/doesn’t seek to know***I would like to talk with you about proper planning for students with medical or learning disabilities in this class.***  | Understands the importance of knowing about class as a whole***I appreciate your willingness to share the needs of your students; how might that change the plans you have made for this instruction?*** | Seeks info from several sources about groups***You work well with others and have learned a lot about the needs of your students. What is your plan for knowing even more about individual students?*** | Actively seeks knowledge from a variety of sources for individual students***The way you work with individual students is impressive. Would you be willing to write about your strategies for this instructional approach?*** |
| **1B Knowledge of Students Indicators:*** Formal & informal information about students gathered to use in planning
* Student interests & needs learned and used in planning
* T participates in community cultural events
* T allows families to share heritage
* Database of students w/special needs [Teacher created]
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**1C: SETTING INSTRUCTIONAL OUTCOMES**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| VALUE, SEQUENCE & ALIGNMENT | Low expectations, lack rigor, not important learning***The Student Learning Outcome chosen for this lesson doesn’t provide a challenge for your students. How could it be revised to be relevant and engaging for your students?*** | Moderately high expectations & rigor***The Outcomes you have set will provide a challenge for your students; however, is the content ‘important learning’ in your discipline?*** | Most show rigorous and important learning in the discipline***You have the ability to choose outcomes that are challenging and contain ‘big ideas’ in your content. Do you feel that every outcome accomplishes that?*** | All represent rigorous and important learning in the discipline***Your students are presented with appropriate learning outcomes. Would you be able to lead them in the process of setting their own appropriate learning goals?*** |
| CLARITY | Activities, not student learning***The information presented as a learning outcome is really a student activity. What is the difference in an outcome and an activity?*** | Combination of activities & learning***Are all of the instructional outcomes clear statements of what we want students to learn?*** | Clear outcomes, in form of student learning, viable methods of assessment***Nice work on the Learning Outcomes. You have also considered designing assessment for learning. How will this assessment inform your instruction?*** | Clear outcomes, in form of student learning, viable methods of assessment***Your outcomes are great. Your plans really give room for transferring the knowledge gained. Would your students benefit by a process of self-assessment?*** |
| BALANCE |  One type of learning/one discipline or strand***The Student Learning Outcome is based on one type of learning. How could other types of learning be included?*** | Several types of learning, but no coordination or integration***The outcomes will be appropriate for most of your class. Who will not find this outcome meaningful or engaging? How can that be changed?*** | Several different types of learning/opportunities for coordination***The learning planned has a nice range in the ‘types’ of outcomes, but are they designed for the work of groups or individuals?*** | Several different types of learning/opportunities for coordination and integration***The learning outcomes promote proper sequencing and connections to other learning. How could each student demonstrate his/her understanding of the connection to previous learning?*** |

**1C: SETTING INSTRUCTIONAL OUTCOMES** *(continued)*

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| SUITABILITY FOR DIVERSE STUDENTS | Suitable for only some students***Do the outcomes for your lesson provide for more than one path to the learning? How could that improve?*** | Suitable for most students/global assessments***The outcomes are suited to most of your students. Could you talk about the outcomes and whether they consider the needs of individual students? Are the outcomes suited to all of the students?*** | Considers varying needs of groups of students.***How do the needs of your individual students vary? How could an instructional outcome incorporate those? Do your outcomes address the needs of individual students?*** | Considers varying needs of individual students.***Your outcomes are appropriate and aligned with student needs. Is it possible to extend the learning? Could the students play a role in that process?*** |
| **1C Setting Instructional Outcomes Indicators:*** Outcomes of a challenging cognitive level
* Statements of learning, not activity
* Outcomes central to discipline and related to other disciplines
* Assessment of student attainment
* Outcomes differentiated for students’ abilities
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**1D: KNOWLEDGE OF RESOURCES**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| RESOURCES FOR CLASSROOM USE | Unaware of resources***After reading your planning documents, it seems you aren’t aware of immediately available resources for classroom use. Have you received any information on this?***  | Basic awareness of resources/no broad knowledge***It’s good that you have made use of materials aligned with your outcomes and appropriate for your students. To reach even more learners, how might you secure a wider variety of resources?*** | Knows school, district, external and online resources***Nice job on providing multiple formats for student learning. How can you develop this ability in your students? I bet you would do well in this effort.*** | Extensive knowledge of resources: school, district, community, professional organizations, universities, online***You have really tapped the creative abilities of your students for this content. It’s important for other educators to consider this process. How could we work to support student communication about this?*** |
| RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY | Unaware of resources***Your comments in our conversation tell me that you may not be aware of professional learning materials. Would you be more confident if we took time to research that?*** | Basic awareness of resources/no broad knowledge***I appreciate your desire to learn more content and strategies. You need not be limited by our school resources for this. Let’s talk about other sources for professional learning.*** | Knows school, district, external and online resources***I’m impressed with how much you’ve grown in your content and pedagogical skills. What are your plans for extending this process even further?*** | Extensive knowledge of resources: school, district, community, professional organizations, universities, online***I know your team will start on a book study. Will you be facilitating so others can think along the lines of tapping into your extensive knowledge and use of instructional resources?***  |
| RESOURCES FOR STUDENTS | Unaware of resources***You know, we have a large variety of materials which provide a great tool for supporting and extending the learning of your students. Let’s get familiar with those. The expectation is that you become familiar with all these resources.*** | Basic awareness of resources/no broad knowledge***It’s good to know you are beginning to ‘think outside the box’ for what will help your students most. How can I help you develop this plan into action?*** | Knows school, district, external and online resources***You really have considered your students when gathering materials for this learning. Have you allowed them to be ‘facilitators’ of finding appropriate resources?*** | Extensive knowledge of resources: school, district, community, professional organizations, universities, online***Knowing your extensive knowledge of resources, how can you encourage your peers to discover and share resources?*** |
| **1D: Knowledge of Resources Indicators:*** District provided materials
* A range of texts
* Guest speakers
* Internet resources
* Materials from professional organizations
* Teachers participating in Professional Learning or Professional Groups
* Community Resources
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**1E: DESIGNING COHERENT INSTRUCTION**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| LEARNING ACTIVITIES | No alignment w/outcomesDo not engage students***Let’s look again at the learning activities you have included in your plans. Are these activities that will lead to the learning outcomes? Will the students find these activities engaging?***  | Some suitable to outcomes: moderate cognitive challenge***You have chosen student activities which address part of the learning outcomes. When you set the outcomes, your activity plan should address all outcomes and require higher order thinking from your students.*** | Aligned to outcomes and suitable to groups***You have a nice match between learning activities and your outcomes. The activities should work well with your groups – how could you extend the required cognitive engagement?*** | In-depth knowledge and understanding to plan high-level cognitive activities***You have a wonderful ability to plan for activities that generate high-level thinking. Would you facilitate learning from case studies for our teachers on our next curriculum day?*** |
| INSTRUCTIONAL MATERIALS AND RESOURCES | No alignment w/outcomesDo not engage students***A good question to test your choice of materials and resources would be, “Is there a clear match between the learning outcome and the materials/resources I’m using”?*** | Some suitable to outcomes: moderate cognitive challenge***You have materials and resources which address some of the learning outcomes. How could you ensure all outcomes are aligned and cognitively challenging?*** | Aligned; significant cognitive challenge with some differentiation for different groups***It’s good that you’ve allowed some differentiation. Would it be possible to increase opportunities for instructional materials and resources for individuals?*** | Differentiated activities appropriately for individuals***You have a wonderful plan for addressing individual learners through the use of materials and resources. Could you illustrate and share that process for teachers in our district schools? What about dialogue produced at different grade levels?*** |
| INSTRUCTIONAL GROUPS | Do not support the outcomes have no variety***You are planning for one type of grouping. What other grouping strategies would support your instructional outcomes?*** | Partially support outcomes***Will the groups you have planned lead to the desired results? What changes should be made?***  | Appropriate and varied use of groups***You have supported your instruction with appropriate grouping; could you allow student input on the formation of groups and the resulting work?*** | Varied appropriately w/some student choice***It is impressive to see the responsibilities handled by your students when groups are formed. How could this work be extended to some of the interdisciplinary work your team is doing?*** |

**1E: DESIGNING COHERENT INSTRUCTION** *(continued)*

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| LESSON AND UNIT STRUCTURE | Unrealistic time allocations***A complete lesson must include certain events. You have listed some of those events, but I want us to revise your plan so the time allotted will be realistic.*** | Recognizable structure; progression uneven most time planned unreasonable***Your lesson structure can be seen, but an important piece of the lesson line is the time planned for each event. Let’s see if this is a reasonable expectation for completion.*** | Activities have reasonable time allocations***Nice work on having an appropriate plan to match the learning to the clock! How could you provide an opportunity for each student to choose his/her way of learning?***  | Clear structure; allows for different pathways according to diverse student needs***The lesson structure is very clear. You have given students the tools to make relevant and meaningful concept connections. Would you model planning your lesson and using student results in planning for your peers?*** |
| **1E: Designing Coherent Instruction Indicators:*** Lessons that support instructional outcomes and reflect important concepts
* Instructional maps that relate to prior learning
* Activities that have higher-order thinking
* Student choice
* Varied resources
* Purposeful learning groups
* structured lesson plans
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**1F: DESIGNING STUDENT ASSESSMENTS**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| CONGRUENCE WITH INSTRUCTIONAL OUTCOMES | Assessment not congruent w/outcomes***Let’s talk about the purpose of the assessment you have planned for this lesson. How will it address your set learning outcomes?*** | Some outcomes assessed***It is always important to think about the definition of successful learning for your students. Will your assessments allow you to reach that level of learning?*** | Aligned w/outcomes may be adapted to groups***Your assessments are in line with your learning outcomes; however, you have a limited assessment format. Can this be expanded?*** | Fully aligned w/outcomes***You will really know that students will have more than just a knowledge level grasp of the content when you use the ‘collaborative’ assessments. Are you satisfied with this process? What are the strengths and weaknesses?*** |
| CRITERIA AND STANDARDS | Does not exist***I have found no evidence of assessment in your plan. How will you measure learning outcomes?*** | Developed, not clear***You have a good start on your grading rubric. As I look at it, I’m wondering if some of the language might be confusing.*** | Clear***Your requirements for demonstrating learning are clear. Putting that together had to take work! Have you thought about allowing students to share in setting the requirements?*** | Clear evidence of student contribution to design***Your work with students on the expectations for learning is terrific. Would you be able to share this process at your next grade level meeting?*** |
| DESIGN OF FORMATIVE ASSESSMENTS | No plan for this***Let’s talk about the use of formative assessment in a lesson and how to incorporate it in your lesson.*** | Rudimentary, only some outcomes covered***Will these assessments give you the information about student learning that you need? How could this be expanded?*** | Well-developed strategy w/particular approaches***You have a good assessment plan. We’ve been talking about differentiation. What would that mean for your assessment strategy?*** | Methods adapted for individuals, as needed***It’s good to see such a thorough assessment plan for informing your instruction? Could you share the plan so we could build off its successes? When could it be shared?*** |

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| USE FOR PLANNING | No plan for this***It’s as important to know how you will use the assessment results as it is to have a good assessment plan. Let’s talk.*** | Plans for class as a whole***You have a clear plan for using the assessment results for the class. How could you consider addressing more needs with the results?*** | Uses to plan for groups of students***You have a clear plan for using the assessment results for the student groups. How could you focus on more individual needs with the results?*** | Well-designed for student and teacher use – planning for individual students***Your assessment results have been well-translated into planning for the next learning. Please lead a collaborative lesson-planning workshop for us.*** |
| **1F: Designing Student Assessments Indicators:*** Plans showing match of assessment to outcomes
* Assessment type matches style of outcome
* Student Performance Opportunities
* Modified assessment for individuals as needed
* Clear expectations for each level of performance
* Formative assessments to inform instruction – during instruction
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**2A: ENVIRONMENT OF RESPECT AND RAPPORT**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| TEACHER INTERACTIONS WITH STUDENTS [WORDS AND ACTIONS] | Negative, demeaning, sarcastic or inappropriate to age or culture***What are some ways you might show respect to a student or students? What might you do to meet the cultural differences in the classroom?*** | Generally appropriate, occasional inconsistencies, favoritism or disregard – Students have minimal respect for teacher***How might you consistently show respect for students both in and outside the classroom. What are some strategies you might use to avoid favoritism in the classroom?*** | Friendly, general caring and respect, appropriate. Students respect teacher.***What management strategies might you use to consistently respond to misbehavior? How does a teacher treat students to build respect for each other?*** | Genuine respect and caring for individuals and groups. Students trust teacher with sensitive information.***How might you continue to personalize your interaction with students?*** |
| STUDENT INTERACTIONS WITH OTHER STUDENTS [WORDS AND ACTIONS] | Conflict, sarcasm, or put-downs.***How might you encourage students to work together in a positive way?*** | Students don’t disrespect one another***What are some ways to actively encourage students to enthusiastically support each other?***  | Generally polite and respectful***How might you structure your classroom to encourage a consistently respectful environment among students?*** | Genuine caring for one another, monitor treatment of others, correcting respectfully when needed.***What are some ways you might share your management strategies to ensure consistent respect among students?*** |
| **2A: Environment of Respect and Rapport Indicators:*** Respectful talk and turn taking
* Respect for students’ background and life outside the room
* Teacher and Student body language
* Physical proximity
* warmth and caring
* Politeness
* Encouragement
* Active listening
* Fairness
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**2B: A Culture for Learning**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| IMPORTANCE OF CONTENT | Negative attitude toward content – not important or mandated by others***What might you say to a student that will convey the importance of the lesson?*** | Teacher has little conviction about importance of the work; students have only minimal buy-in.***What are some ways to ensure that students understand the value of the learning?*** | Teacher has genuine enthusiasm for content; students have consistent commitment to its value.***How do you relate higher expectations for ALL students?*** | Student active participation, curiosity and taking initiative - they value the importance of content.***Give examples of how you might model higher expectations for all students.*** |
| EXPECTATION FOR LEARNING AND ACHIEVEMENT | Outcomes, activities, assignments and interactions convey low expectations at least for some.***What might you say or do to articulate a higher expectation for learning to students? What are some techniques you might use to encourage students to complete assignments?*** | Outcomes, activities, assignments and interactions convey only modest expectations at least for student learning and achievement.***How do you ensure that your activities reinforce and/or extend the learning?***  | Outcomes, activities, assignments and interactions convey high expectations for most.***Share how you demonstrate a high regard for all students’ abilities.*** | Outcomes, activities, assignments and interactions convey high expectations for all. Students internalize expectations.***How might you further extend your students’ desire to recognize the efforts of fellow classmates?*** |
| STUDENT PRIDE IN WORK | Little or no pride in work. They just complete the task***Reflecting on your lesson, do your activities build pride in work for your students?*** | Students invest little energy ***Give examples of how you might assist struggling students to ensure they are meeting the learning goal(s).*** | Students accepts requirement of high quality work and show pride***What are some ways you encourage students to put forth good effort to complete work of high quality?*** | Students show attention to detail, take pride, initiate improvements – revise draft on their own or with peers***How could your students share the work on their last project with their grade-level peers?*** |
| **2B:A Culture for Learning Indicators:*** Belief in the value of the work
* High expectations, supported through both verbal and nonverbal behaviors
* Expectation and recognition of quality
* Expectation and recognition of effort and persistence
* Confidence in students’ ability evident in everyone’s language and behaviors
* Expectation for all students to participate
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**2C: Manage Classroom Procedures**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| MANAGE INSTRUCTIONAL GROUPS | Students not productively engaged in learning***What are some routines that you could establish to handle some of your non-instructional duties like checking attendance or moving students into groups?***  | Students in only some groups are engaged while unsupervised by the teacher***Considering your current classroom procedures, how might you change those procedures to ensure that students are productively engaged?*** | Small-group well organized, most students are engaged in learning while unsupervised by the teacher***How might you encourage your students to take the initiative to ensure that class time is used productively?*** | Small-group work is well organized, students engaged at all times, students assume responsibility for productivity***How could you model for your colleagues, the experiences and successes you have had in working with small groups?*** |
| MANAGE TRANSITIONS | Chaotic, much time lost between activities or lesson segments***What are some routines that you could establish to manage instructional transitions?*** | Some transitions are inefficient, resulting in a loss of instructional time***What are some procedures for transitions that would allow better use of instructional time?***  | Smooth, with little loss of time***How might you utilize your students to ensure that non-instructional duties and transitions are seamless?*** | Seamless with students assuming responsibility for transitions***What are some of your strategies for establishing and reinforcing student-led instructional transitions that might help other teachers in our building?*** |
| MANAGE MATERIALS AND SUPPLIES | Handled inefficiently, results in significant loss of instructional time***What are some procedures that allow materials and supplies to be handled more efficiently?*** | Routines function moderately well with some loss of time***How might you adjust your classroom routines for the collection and distribution of materials to be more efficient?*** | Smooth routines, little loss of instructional time***How might you utilize your students to ensure that non-instructional duties and transitions are seamless?*** | Seamless routines may be initiated by students***How might you share your established strategies for student-driven instructional routines?*** |
| PERFORM NON-INSTRUCTIONAL DUTIES | Volunteers and paraprofessionals have no clearly defined duties – idle most of the time***How might you plan and communicate appropriate duties to your volunteers and paraprofessionals?*** | Volunteers and paraprofessionals productively engaged during portions of class – require frequent supervision***What could be done to encourage more independently initiated tasks by your volunteers and paraprofessionals?*** | Volunteers and paraprofessionals productively and independently engaged during entire class***How might your volunteers and paraprofessionals make more substantive contributions to the instructional program?*** | Volunteers and paraprofessionals make substantive contribution to classroom***How might you share your handling of non-instructional duties and transitions with volunteers and paraprofessionals to improve over-all effectiveness within the building?*** |
| **2C: Manage Classroom Procedures Indicators:*** Smooth functioning of all routines
* Little or no loss of instructional time
* Students playing an important role in carrying out the routines
* Students knowing what to do, where to move
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**2D: Manage Student Behavior**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| EXPECTATIONS | No standards appear to have been established; students confused about what they are***What steps will you take to establish and enforce standards of conduct in your classroom?***  | Standards established, most students understand them***How can you ensure classroom standards for conduct are clear to all students?*** | Standards are clear to all students***How can you involve students in the establishment and implementation of classroom standards for conduct to ensure that student behavior is always appropriate?***  | Clear to all students - appear to have been developed with student participation***How might you sustain and share your classroom management procedures with other teachers in our school?*** |
| MONITORING STUDENT BEHAVIOR | No monitoring, teacher unaware of what students are doing***What might you do to become more aware of student behavior during instruction?*** | Teacher generally aware, but may miss some student activity***How might you improve your monitoring of all your students?*** | Teacher alert to student behavior at all times***How might you involve students in the establishment and monitoring of your classroom management system?*** | Monitoring is subtle and preventive. Students self-monitor and peer monitor – correcting each other respectfully.***What type of setting would you suggest for sharing with other teachers your strategies for involving students in the self-monitoring and peer monitoring process?***  |
| RESPONSE TO STUDENT MISBEHAVIOR | No response – inconsistent response, overly repressive or disrespectful***My notes do not show appropriate responses to student misbehavior. What does it mean to respond properly when students need correction?*** | Teacher attempts to respond with uneven results – no major infractions***When responding to student behavior, but the results aren’t consistent. What improvements might be made to ensure appropriate, respectful and successful responses?*** | Teacher response is appropriate and successful and respectful; or student behavior is generally appropriate***How could you adjust your responses to student behavior to include more individualized statements?*** | Teacher response highly effective, sensitive; or student behavior is entirely appropriate***You have a special way of responding to student behavior that is both effective and sensitive. How could you share these strategies with your peers?*** |
| **2D: Manage Student Behavior Indicators:*** Clear standards of conduct, may be posted, may be referred to during lesson
* Absence of acrimony between teacher and students concerning behavior
* Teacher awareness of student conduct
* Preventive action when needed by the teacher
* Fairness
* Absence of misbehavior
* Reinforcement of positive behavior
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**2E: ORGANIZE PHYSICAL SPACE**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| SAFETY AND ACCESSIBILITY | Classroom is unsafe or not accessible to some students***What are some issues that need to be addressed to make the room safer and/or accessible for all students?*** | Safe and at least essential learning is accessible to most students***How might you provide a safe environment with equal access to learning for all students and with appropriate resources and materials?*** | Safe and learning is equally accessible to all***How might you use student suggestions for providing a safe environment where learning is accessible to all?*** | Safe and students ensure that all learning is equally accessible to all***Can you share your strategies for allowing students to contribute in establishing a safe environment where learning is accessible to all?*** |
| ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL RESOURCES | Furniture arrangement hinders learning activities or teacher makes poor use of physical resources***How can you utilize the technology available in instruction with the students? Discuss how you can rearrange the furniture so that all students have access to instruction e.g. screen, listening center, and the whiteboard.*** | Uses physical resource adequately. Furniture may be adjusted but with limited effectiveness.***What adjustments can you make to your physical environment to avoid distractions?*** | Uses physical space skillfully and furniture arrangement is a resource for learning activities***How could you incorporate student suggestions in the appropriate use of physical space and furniture arrangement?*** | Teacher AND students use physical resources easily and skillfully – students adjust furniture to advance their learning***Can you share your success for using your students’ suggestions for the use of physical resources and furniture arrangement?*** |
| **2E: Organize physical space Indicators**:* Pleasant, inviting atmosphere
* Safe environment
* Accessibility for all students
* Furniture arrangement suitable for learning activities
* Effective use of physical resources – computer technology by both teacher and students
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**3A: COMMUNICATING WITH STUDENTS**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| EXPECTATIONS FOR LEARNING | Teacher’s purpose unclear to students***What are three things you can do tomorrow to ensure that the students understand the goals of the lesson?*** | Teacher tries to explain purpose, but with limited success.***What strategies can you use to ensure that all students understand the purpose of the lesson?*** | Clear purpose; included in broader learning also.***Many of the students appeared to be engaged, but how do you know they really understand the concepts?*** | Lesson or Unit purpose clear; even in broader context; linked to student interests***All students appear to understand the purpose of the lesson. What is your strategy for having students drive the learning even in a broader context? Could this be shared?*** |
| DIRECTIONS AND PROCEDURES | Confusing***What are two strategies you can use to help students better understand the procedures for each activity?*** | Directions and Procedures clarified after student confusion***Some students were confused about part of the directions. Was that handled to your satisfaction? Is there a way to improve the clarity of directions and procedures?*** | Directions and Procedures clear to students***The directions and procedures seem to be clearly understood. What strategy do you have to address any possible misunderstandings?*** | Clear directions and procedures; anticipating misunderstanding***How can you use student suggestions to make directions more clear and improve the understanding of procedures?*** |
| EXPLANATION OF CONTENT | Unclear or confusing or uses inappropriate language***Most of the students were confused during your explanation of the lesson, what might you do to assist students in understanding?*** | Uneven; some is skillful, but other parts difficult to follow***What can you do to ensure appropriate language that is consistently relevant and meaningful to your students?*** | Appropriate and connects with students’ knowledge and experience***How can you involve the students in reflection or journaling to prove they understand the goals of the lesson?*** | Imaginative and connects with students – students contribute explanations to peers***Would you share a lesson with other teachers emphasizing these techniques?*** |

**3A: COMMUNICATING WITH STUDENTS** *(continued)*

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| USE OF ORAL AND WRITTEN LANGUAGE | Inaudible or Illegible – language contains errors of grammar or syntax – vocabulary inappropriate, vague or used incorrectly***My observation notes contain problems with the language of instruction, as well as personal language usage. Let’s discuss what I’ve noted and examine ways to keep this from happening in the future.*** | Audible, Legible, Correct usage – conforms to standard English limited vocabulary or not appropriate to students***How can I help you to extend your vocabulary so that it is appropriate for students?*** | Clear and correct language. Vocabulary appropriate to students.***How are students’ interests being incorporated into the extension of the students’ vocabulary?*** | Correct and Conforming language – expressive well-chosen vocabulary to enrich lesson – extends students’ vocabularies***You have shown great skill in your use of language during your instructional time. Could we work on a quick reference list to help others who still have concerns in this area?*** |
| **3A: Communicating with students indicators**:* Clarity of lesson purpose
* Clear directions and procedures specific to lesson activities
* Absence of content errors and clear explanations of concepts
* Students comprehension of content
* Correct and imaginative use of language
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**3B: QUESTIONING AND DISCUSSION TECHNIQUES**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| QUALITY OF QUESTIONS/PROMPTS | Virtually all of poor quality – low cognitive challenge, single correct responses – in rapid succession.***How can you extend the level of questions on Blooms’ to involve more students in the discussion?*** | Combination of low and high quality – rapid succession – only some thoughtful response***Explain some methods to consistently promote high-quality questions and appropriate wait time.*** | Most questions of high quality – adequate wait and response time***How can you encourage students to lead in asking questions and answering among themselves as you facilitate?*** | Uniformly high quality – adequate response time. Students form many questions.***How could a model of student-driven questions which are high quality be shared with other teachers to encourage the practice of higher order thinking?*** |
| DISCUSSION TECHNIQUES | Interactions between teacher and students is predominantly recitation style – teacher mediates all questions and answers***What are some techniques that you could use to engage your students in classroom discussion?*** | Teacher tries to engage students in discussion, not recitation, with uneven results***Identify questions from today’s lesson that could be revised to allow multiple possible answers. How will you consistently plan for multiple answers?*** | Teacher creates genuine discussion among students, stepping aside when appropriate***How can you facilitate allowing students to initiate topics for discussion and make unsolicited contributions to the discussion?*** | Students assume most responsibility for discussion, initiate topics and making contributions unsolicited***How might you share your discussion techniques with other teachers so that students assume responsibility for discussion throughout the school?*** |
| STUDENT PARTICIPATION | Few students dominate discussion***How might you include more students in classroom discussion?*** | Teacher tries to engage all, but limited success***What are some techniques you might try to consistently engage all students in classroom discussion?*** | Teacher successfully engages all in discussion***Describe strategies for structuring lessons to allow students to solicit responses or discussion from other students about their presentations.*** | Students ensure all voices are heard in the discussion***Explain how you teach your students to not only lead the discussions, but allow all their peers to participate no matter how large or small the contribution is to the discussion.*** |
| **3B: Questioning and discussion techniques Indicators:*** Questions of high cognitive challenge, formed 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 teacher out of central, mediating role
* High levels of student participation in discussion
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**3C: ENGAGING STUDENTS IN LEARNING**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| ACTIVITIES AND ASSIGNMENTS | Inappropriate for age or background – students not mentally engaged***How can you ensure activities and assignments are appropriate for students and encourage engagement?*** | Appropriate to some – engage some but not others***Identify several different learning strategies that allow students choice in their learning resulting in the engagement of all students.*** | Most are appropriate to students – almost all are cognitively engaged in exploring content***Based on the results of the lesson, what approaches might you use to ensure all students are highly engaged throughout the lesson?*** | All students cognitively engaged. Students initiate or adapt activities and projects to enhance understanding.***What might you do to share your success with your peers regarding how your students initiate or adapt activities and projects to enhance their understanding?*** |
| GROUPING OF STUDENTS | Instructional groups are inappropriate to students or outcomes***How can students in this class be grouped to ensure more involvement in the content, based on their level of learning?*** | Groups only partially appropriate to students or only moderately successful in advancing outcome of lesson***What might you do to ensure grouping is appropriate for all students for a successful outcome of the lesson?*** | Groups are productive and fully appropriate to students or to instructional purposes of lesson***What might you do to encourage students to take the initiative to form or adjust grouping to enhance learning?*** | Groups are productive and fully appropriate to students or to instructional purposes – student take initiative to form or adjust groups***How could you share with your peers regarding your success with student-initiated grouping?*** |
| INSTRUCTIONAL MATERIALS AND RESOURCES | Unsuitable to purposes or don’t engage students mentally***How might you plan and align your materials and resources to cognitively engage your students in the lesson?*** | Only partially suitable to purposes, or only partially mentally engage students***Describe some possible modifications to your materials and resources that would promote higher levels of thinking and engage all your students in the learning.*** | Suitable to purposes and engage students mentally***How could you provide students a choice in instructional materials or let students serve as a resource to one another?*** | Suitable to purposes and engage students mentally. Students initiate choice, adapt or create materials to enhance learning.***How can you and your planning team incorporate a variety of approaches to encourage students in taking the initiative to modify a task so that It is more meaningful to them?*** |

**3C: ENGAGING STUDENTS IN LEARNING** *(continued)*

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| STRUCTURE AND PACING | No clearly defined structure – or pace is too slow or rushed, or both***How might you arrange the instruction to have a defined structure? What could you do to improve the pacing of the instruction?*** | Recognizable structure, not uniform, pacing is inconsistent***How might the structure of your lesson be improved for clarity? What could you do to ensure appropriate pacing of your lesson?*** | Clearly defined structure, pacing generally appropriate***In thinking of the pacing of the lesson, how could you build in more opportunities for student reflection? Why is that important?*** | Structure highly coherent allowing for reflection and closure. Pacing appropriate for all.***The structure and pacing of the lesson is excellent. How might you share this aspect of instruction with colleagues?*** |
| **3C: Engaging students in learning Indicators:*** Activities aligned with the goals of the lesson
* Student enthusiasm, interest, thinking, problem-solving, etc.
* Learning tasks that require high-level student thinking and are aligned with lesson objectives
* Students highly motivated to work on all tasks and persistent even with challenging tasks
* Students actively ‘working’ rather than watching teacher ‘work’
* Suitable pacing of lesson – not dragging nor rushed – time for closure and student reflection
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**3D: USING ASSESSMENT IN INSTRUCTION**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| ASSESSMENT CRITERIA | Students don’t know criteria and performance standards for evaluation***What are some methods you could use to communicate what is required by the students to demonstrate proficiency?*** | Some criteria and standards are known***How could you show that students clearly understand what high-quality work looks like in your classroom?*** | Students are fully aware of criteria and performance standards***How could you include students in developing the criteria for their assessment?*** | Students are fully aware of evaluation criteria and performance standards and have contributed to developing criteria***What professional development activity could be planned to share this process with others?*** |
| MONITORING OF STUDENT LEARNING | No monitoring***How could you monitor your students’ understanding of the content?*** | Monitors class as a whole – without diagnostic information***How could you use prompts which result from a diagnosis of learning levels?*** | Monitors groups of students using limited diagnostic prompts***How could you include students in using diagnostic information to monitor student progress?*** | Teacher elicits diagnostic information from students – monitors progress of individual students***How can you share your strategies for eliciting diagnostic information from students with your peers?*** |
| FEEDBACK TO STUDENTS | Poor quality not timely***How can you provide feedback that is more specific?*** | Uneven, timeliness inconsistent***How might you provide feedback which helps students in guiding their own work?*** | Timely and consistently high quality feedback***How might you encourage students to use your feedback in their learning?*** | Timely and consistently high quality, students use feedback in their learning***Would you share your process for ensuring the students’ use of feedback to target their work for learning?*** |
| STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS | No Self-assessment or monitoring***Let’s develop a plan for student self-assessment against assessment criteria and performance standards.*** | Occasional self-assess work against assessment criteria and performance standards***What are some ways that you could get students to consistently assess their own work?*** | Frequently assess and monitor quality of own work***Your students frequently assess and monitor their work. What could be done to help them use that information for improving their work quality?*** | Frequently assess and monitor and make active use of that information to improve the quality of their own work***How could we make a clear example for other teachers to illustrate your students’ use of self-assessment to improve their work?*** |
| **3D: Using Assessment in Instruction Indicators:*** Teacher paying close attention to evidence of student understanding
* Teacher posing specifically created questions to elicit evidence of student understanding
* Teacher circulating to monitor student learning and to offer feedback
* Students assessing their own work against established criteria
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**3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| LESSON ADJUSTMENT | Teacher adheres rigidly to instructional plan, even when change is clearly needed***Adjustments to your lesson were clearly needed. How do you recognize the need for these adjustments? How and when should those adjustments be made?*** | Teacher tries to adjust with partially successful results***Identify specific areas in the lesson where adjustments were made or should have been made and how you are going to use this recognition in the next lesson.*** | Teacher makes minor adjustment and it occurs smoothly***Using your strategies for minor adjustments, how could you apply those to major adjustments if needed?*** | Teacher successfully makes a major adjustment to a lesson when needed.***Have you shared your successes with lesson adjustments with your colleagues?*** |
| RESPONSE TO STUDENTS | Teacher ignores or brushes aside student questions or interests***How would you design your next lesson to include the interests of students and their questions into the lesson?*** | Teacher tries to consider questions or interests – lesson pacing is disrupted***How could you address students’ questions and comments, and still sustain the pacing of the lesson?*** | Teacher successfully considers questions and/or interests***How can you more effectively plan your lesson to allow for the opportunity to enhance learning by building on student interest or a spontaneous event?*** | Teacher seizes a major opportunity to enhance learning, building on interests or a spontaneous event***How can you more effectively design your lessons to assist individual students (gifted, special needs, reluctant learners)?*** |
| PERSISTENCE | When student has difficulty learning, teacher gives up or blames the student or student’s home environment***In developing students’ responsibility for learning, how can you incorporate your responsibility and expectations of the class for learning?*** | Teacher accepts responsibility for success of all student, but few instructional strategies to use***Describe some other approaches that you could try when students have difficulty with this unit and these goals.*** | Teacher persists in seeking approaches for students who have difficulty, drawing on a broad repertoire of strategies***How could you have used the teachable moment to help the students connect to the content you were teaching?*** | Teacher persists to find effective approaches for students who need help, using many strategies and seeking additional resources from school***What are some examples of strategies or resources that you have learned from other colleagues?*** |
| **3E: Demonstrating flexibility and responsiveness Indicators:*** Incorporation of student interests and events of the day in a lesson
* Visible adjustment in the face of student lack of understanding
* Teacher seizing on a teachable moment
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**4A: REFLECTING ON TEACHING**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| ACCURACY | Doesn’t know if lesson was effective or achieved outcomes***It is important to know exactly what it means for a lesson to be effective. Let’s talk about this lesson in terms of the students’ learning compared to the learning outcomes that were set.*** | Has a generally accurate idea of a lesson’s effectiveness and whether outcomes were met***You have a general idea about the effectiveness of your lesson. Can we continue thinking about this in terms of details from the lesson? Were your outcomes met? How do you know?*** | Accurate assessment of lesson’s effectiveness and extent of meeting outcomes using general references***Nice job on the ideas about the effectiveness of your lesson. Let’s look at the parts of a successful lesson. Let’s look at several examples to prove what we think about this lesson.*** | Thoughtful and accurate assessment of lesson’s effectiveness and achievement of outcomes with many specific examples ***Good job on applying the principles of effective teaching to your lesson. Would you be willing to help other teachers with this process? We could use video lessons for this.*** |
| USE IN FUTURE TEACHING | No suggestions for lesson improvement***Remember that we’ve heard Charlotte Danielson say, “Teaching is so complex; every lesson can be improved.”? Let’s take a closer look at this lesson.*** | General suggestions for lesson improvement***You have a general idea about improving this lesson; let’s think about the details of the lesson that would align with the general idea, but possibly lead to other improvements.*** | Makes a few specific suggestions of what could be tried another time***It’s great that you are being specific with your suggestions for improvement. Let’s apply the Danielson rubric to your lesson, and see if we can discover any further suggestions for improvement.*** | Offers specific alternative actions, and knows probable success***You have given this a lot of thought. Would you be able to lead an activity for your team on this process?*** |
| **4A: Reflecting on Teaching Indicators:** * Accurate reflections on a lesson
* Citations of adjustments to practice, drawing on a repertoire of strategies
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**4B: MAINTAINING ACCURATE RECORDS**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| STUDENT COMPLETION OF ASSIGNMENTS | System is nonexistent or in disarray***I do not see your plan for keeping up with the completion of assignments. What is your plan?*** | System is rudimentary and only partially effective***You have a good start on recording student completion of work. Let’s talk about a couple of ways it could be improved.*** | System is fully effective***You have a really good plan for knowing which student has completed which assignment. I have noted how hard you have worked on it. What would you think about allowing students to participate in this record keeping?*** | System is fully effective; students participate in record keeping***This is a unique way of allowing students to shoulder part of the responsibility. Would you be willing to share with our two new teachers if I’m able to arrange a work time for you?*** |
| STUDENT PROGRESS IN LEARNING | System is nonexistent or in disarray***To plan appropriately for your instruction, you need to know where each student ‘is’ in learning. Let’s talk about how that can happen.*** | System is rudimentary and only partially effective***Your idea about keeping up with the level of learning for each student is a great start. Do you see any pieces that could be improved? What would make this process more consistent?*** | System is fully effective ***You have a really good plan for knowing what every student has learned. I have noted how hard you have worked on it. What would you think about allowing students to participate in this process?*** | System is fully effective; students participate in record keeping***Terrific, the way you have students record their learning status. Would they be able to share that with others? Remember when we talked about student-led parent conferences? What do you think?*** |
| NON-INSTRUCTIONAL RECORDS | System is nonexistent or in disarray, results in errors and confusion***We should talk about a couple of situations that resulted from teachers not having good records. We need to have a system for things such as returned permission slips and signed handbook pages.*** | System adequate but needs frequent monitoring to avoid errors***You have a nice set up for your non-instructional responsibilities, but we’ve had some confusion about how this system should be used. Can you help me understand?*** | System is fully effective ***You have a really good plan for keeping up with all the paper flow. Instead of you working so hard, could students handle most of this for you?*** | System is fully effective; students participate in record keeping***I notice that you have made use of the online database system for records. How do you think we could make other teachers on your hall as comfortable as you are with this? What has been the most difficult piece of this?*** |
| **4B Maintaining Accurate Records Indicators:*** Routines and systems track student complete assignments
* systems of info re: S progress v. outcomes
* process of keeping non-instructional records
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**4C: COMMUNICATING WITH FAMILIES**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM | Communication is sporadic or culturally inappropriate***I am glad to have an opportunity to talk with you about the importance of consistent and appropriate communication with the families of your students.*** | Sporadic attempts to communicate – one way not always appropriate***It is good to see that you have at times communicated with students’ families; however, it’s most important to be consistent so your families know what to expect and to find ways for them to send messages back to you. How can you make this happen?*** | Communicates frequently – culturally appropriate***Your frequent communication with families certainly gives you a positive rapport with them. Just as we’ve had students involved in several classroom activities, what would you think of students as part of this piece?*** | Communicates frequent and culturally sensitive – students contribute to communication***Your family communication strategy is really impressive. Most notable is the way you involve your students. I would love to see your idea expanded to help other teachers. I know you are busy, but would you prepare a short presentation on this?*** |
| INFORMATION ABOUT INDIVIDUAL STUDENTS | Communication is sporadic or culturally inappropriate***Have you been able to send information about every student to their families on a regular basis? Please gather resources for learning more about cultural awareness.*** | Sporadic attempts to communicate – one way not always appropriate***Evidence from your family communications is general in nature. Please create a plan for consistent communication with families about individual students that will be culturally appropriate.*** | Conveys information about individual student progress – culturally appropriate***When families express their concerns, how might you respond with sensitivity?***  | Response to family concerns is handled with professional and cultural sensitivity***Your consideration and sensitivity when communicating with families is exemplary. A presentation on this process is what is needed for all our teachers. Would you work on a suggestion list for this process?*** |
| ENGAGEMENT OF FAMILIES IN INSTRUCTIONAL PROGRAM | No attempt to engage families***Some difficulties experienced this year may have been avoided if the families of your students were involved in the instructional program. Let’s make a plan for that to happen.*** | Teacher makes modest, partially successful attempts to engage families***You have a good start with involving your students’ families in the learning program. Let’s talk about ways to make that more often and also, what it means to be ‘culturally appropriate’ in those activities.*** | Makes frequent and successful attempts to engage families ***Congratulations on your successful attempts to engage families in your instructional program and the ‘cultural appropriateness’ of those activities. Now, let’s think about how students can contribute ideas for projects that can promote family participation.*** | Frequent and successful attempts to engage families using student ideas***Great work on working with your students’ families. You know parent involvement is such an important piece of our work. How could we share what you have done with others in our school?*** |
| **4C Communicating with Families Indicators:*** Frequent & culturally appropriate info sent home re: instructional program /student progress
* Two-way communication
* Frequent opportunities for families to engage
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**4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| RELATIONSHIPS W/COLLEAGUES | Negative or combative relationships***I’ve noticed a couple of situations as teachers have been working together. Let’s talk about what I’ve seen and heard.*** | Maintains cordial relationships to fulfill duties required***I really think our work with students would be improved if we would work together in mutual support and cooperation. How do you think these relationships could be created?*** | Mutual support and cooperation***I appreciate your willingness to work as a team with others. I know you are hesitant, but your teamwork would really be enhanced if you would speak up and take a leadership role.*** | Mutual support and cooperation – takes initiative in leadership***You have a unique skill in facilitating others to focus on the academic work at hand. I am planning to expand our data application skills into our PLC’s. I would like you to plan activities for this.*** |
| INVOLVED IN CULTURE OF PROFESSIONAL INQUIRY | Avoids participation***We’ve learned a lot lately about success with student achievement as a result of dedicated time to the study of the teaching and learning process. I want to review with you existing opportunities for you to become involved in this culture of inquiry.*** | Participates when invited to do so***It was great to have you take part in the last teacher study group. I’ve watched your work, and I really hope you choose to work more in that way. It would really help our work with students.*** | Actively participates***You have shown yourself to be an important part of our professional learning community this year. I would like to discuss expanding your role in that process.*** | Takes leadership in promoting this culture***I appreciate all you’ve done to promote an environment which leads to educator professional growth. Our webmaster has offered us a professional educator page. Would you be interested in working on that?*** |
| SERVICE TO THE SCHOOL | Teacher avoids becoming involved***I know with all of your responsibilities, it is hard to find time to participate in our school activities; but I wanted to talk to you about the importance and positives of being involved.*** | Must be specifically invited***You have really had some good ideas and organizational ability for student activities this year. I would like to see you spread that original thinking to more district projects as opportunities arise.*** | Participates – substantial contribution***I’ve noticed the way others listen to you, respect you, and look forward to working with you. We need someone like you who would be willing to take a leadership role. Can we talk about that?*** | Participates – substantial contribution – assumes leadership role in at least one aspect***The way you have contributed to the school is great. I’m so impressed with your work. How could we encourage others to follow in your steps on this?*** |

**4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY (continued)**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| PARTICIPATION IN SCHOOL AND DISTRICT PROJECTS | Avoids becoming involved***Your classroom management skills are good. We have some new school projects that could use your talents. Would you be willing to talk with me about those?*** | Must be specifically invited***As you know, our teachers are really known for increasing student achievement and parent involvement. We need some people who can look ahead and plan projects in the school and district. Can we talk about that?*** | Volunteers to participate – substantial contribution***Thanks for all you have contributed to our projects. We need leaders who can organize and delegate this work. Would you be willing to talk about that with me?*** | Volunteers to participate - substantial contribution – assumes leadership role in at least one aspect***You have really led the way in some important events for our school and district this year. Would you be willing to lead another parent involvement piece primarily created and managed by your students?*** |
| **4D Participating in a Professional Community Indicators:*** regular participation w/colleagues to share and plan for student success
* regular participation in professional courses or communities that emphasize improving practice
* participation in school initiatives
* regular participation and support of community initiatives
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**4E: GROWING AND DEVELOPING PROFESSIONALLY**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| ENHANCEMENT OF CONTENT AND PEDAGOGICAL SKILLS | Does not engage in professional development activities***I know you have been dealing with some issues lately, but I want to take a minute to review with you the requirements for teachers’ participation in professional development.***  | Participates to a limited extent when convenient***I was glad you were able attend the training session on literacy. I wanted to take a minute to review with you the requirements for teachers’ participation in professional development.***  | Seeks out opportunities for Professional Development***I am glad that you seek professional development opportunities outside of the district requirements. What motivates you to seek these additional opportunities and how do you suggest we could pass on this enthusiasm to other teachers in our building?***  | Seeks out opportunities for Professional Development – makes systematic effort to conduct action research***Your knowledge of current educational trends and topics is terrific. Why don’t you choose a meaningful piece and put it into action? You could really lead the way in this.*** |
| RECEPTIVITYTO FEEDBACK FROM COLLEAGUES | Resists feedback from supervisors and colleagues***Your ability to give specific feedback during instruction helps your students a lot. The feedback I give you is meant to enhance your teaching skills and help you to grow as a professional.*** | Accepts feedback, with reluctance***Sometimes it is difficult to receive constructive feedback when we think our practice is complete, but professionals accept feedback as an opportunity to grow. Do you feel you have room to grow in your profession?*** | Welcomes feedback***Your skill at positive communication, especially when there is another possibility, is exemplary. Do you think it would be possible to outline a system of consistent instructional feedback for your team?*** | Seeks out feedback***I really like the attitude you bring to the table when we work on responding to instructional pieces. Would you be able to write a piece in our faculty handbook on receiving feedback?*** |
| SERVICE TO THE PROFESSION | No effort to share knowledge or assume responsibilities***As hard as the job is that we all have, we need to learn and grow from each other. Let’s plan a time of sharing, both what you know and what you do to promote teaching and learning.*** | Finds limited ways to contribute***I appreciate the information you shared about the benefits of your professional organization. Let’s look at ways to share those resources and talk about available professional learning.*** | Participates actively assisting others***Thanks for being selfless enough to assist others in your teams. I know with your contacts, you have ideas about other ways to promote the importance of teaching. Let’s talk about that.*** | Initiates important activities to contribute***Your experience in professional organizations is really valuable. I want to work with those in our school interested in this work. How could we enlarge our number of participants in these activities?*** |
| **4E Growing and Developing Professionally Indicators:*** Frequent attendance in courses and workshops; regular academic reading
* part of learning networks w/colleagues; share regular feedback
* part of professional organization supporting academic inquiry
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**4F: SHOWING PROFESSIONALISM**

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| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| INTEGRITY AND ETHICAL CONDUCT | Displays dishonesty w/colleagues, students and the public***Let’s talk about a couple of situations that I hope have been misunderstood.*** | Honest in interactions w/colleagues, students and the public***I appreciate your honesty. You know that we need a session on the new teacher ethics rules. Would you be willing to work on that with me?*** | Displays high standards of honesty, integrity and confidentiality***Thanks for your outstanding honesty and trustworthiness. Our staff really needs a ‘case study’ discussion session along these lines. Would you be willing to work with me to facilitate this?*** | Takes a leadership role and hold to the highest standards of honesty, integrity and confidentiality***You are truly a leader in professionalism. We have several novice teachers this year that would benefit from learning about your honesty, integrity and confidentiality. Would you work on a presentation for them?*** |
| SERVICE TO STUDENTS | Not alert to students’ needs***I know you must be concerned about the fact that we have not done anything to help our students in need. Let’s talk about those situations*** | Inconsistently attempts to serve***I appreciate your communication and efforts to help students in need. You do have the ability to work without waiting on others in these situations. What can be done to have this occur more often?*** | Active in Serving students***Your caring for students is noteworthy. I want to encourage you to look for additional resources since you may not be familiar with a community such as ours.***  | Highly proactive in serving students, seeking resources when needed***I’m so proud of the relationships you have established with those who can help our students in need. It would mean so much if you would be willing to organize that information for others who may not know about the resources.*** |
| ADVOCACY | Contributes to school practices that results in ill-treatment for students***We must talk about helping students. Never should a professional present a neglectful attitude toward students.*** | Does not knowingly contribute to students being ill-served***I know from working with you that you would never intentionally cause harm or refuse to help a student, but we should think about a couple of things.*** | Works to see that all students receive a fair opportunity to success***Your time spent to promote equal access to resources for your students is a wonderful characteristic. What could we do to get the action going with other teachers in our building?*** | Makes concerted effort to challenge negative attitudes or practices to make sure ALL students are served in the school***You are a terrific advocate for the well-being of students. Would you be willing to assume the chair of student services in your PLC?*** |

**4F: SHOWING PROFESSIONALISM** *(continued)*

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| --- | --- | --- | --- | --- |
| **Element** | **Ineffective** | **Progressing** | **Effective** | **Highly Effective** |
| COMPLIANCE W/SCHOOL AND DISTRICT REGULATIONS | Does not comply***It seems that you are not aware of our school and district regulations. Not honoring them is a serious offense.*** | Complies minimally – just enough to get by***I’ve noticed that when choices are to be made, you are hesitant about choosing to support regulations. I know I’ve misunderstood, right?*** | Complies fully***Thanks for being a stand-up person when it comes to following our policies. I want to encourage you to take initiative in influencing others.***  | Complies fully – taking leadership role w/colleagues***Your leadership and support of school regulations has been such an asset as we’ve worked. Let’s talk about creating a training to cover important, and sometimes easy to avoid, rules.*** |
| **4F Showing Professionalism Indicators:*** Reputation as trustworthy and sought as a sounding board
* Reminds others that students are highest priority [professional settings]
* Supporting students, even in difficult situations or conflicting policies
* Challenging practices to put students first
* Consistently fulfilling school district mandates re: policies and procedures
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