

FIRELANDS FRAMEWORK FOR EFFECTIVE INSTRUCTION



Board Adopted May 2011

ACKNOWLEDGEMENTS

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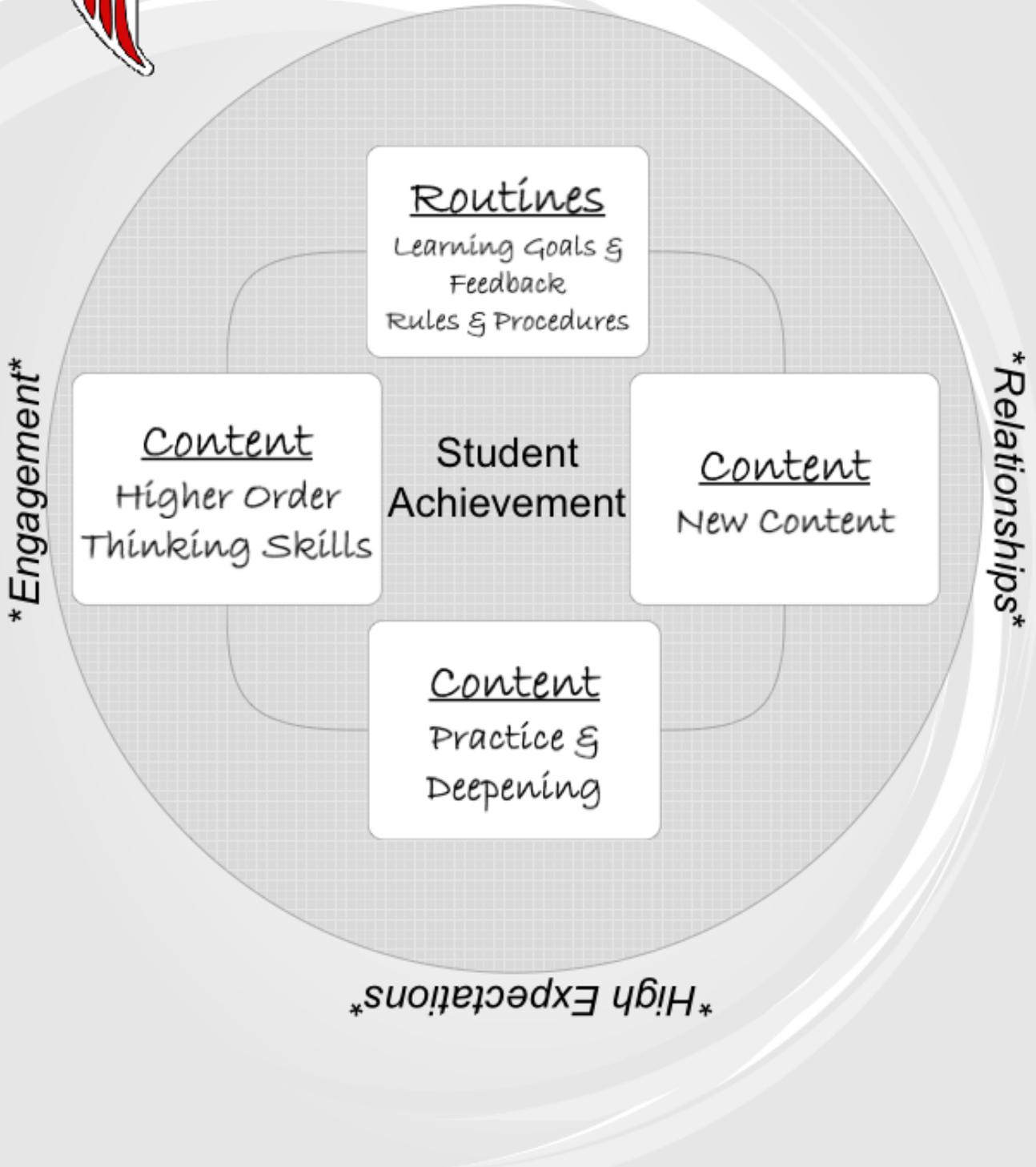
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Firelands Framework For Effective Instruction

Enacted on the spot



Introduction

This document was created to improve instruction, communication, and ultimately student achievement. The Firelands Framework for Effective Instruction is a document that articulates a common language of instruction that is unique to Firelands based upon the Marzano Model.

Assumptions of Effective Instruction

1. Quality teaching impacts student learning more than anything.
2. Quality teaching can be quantified through research and Marzano has done so.
3. As a school district, we need to articulate what quality instruction is and expect it in our classrooms.
4. Teacher Collaboration and self-reflection are the most powerful professional development tools we can use to enact positive change in our classrooms.
5. Our formal observation/evaluation process must focus on assuring the identified practices of quality instruction are being delivered.

Mission Statement

The mission of the Firelands Local Schools is to create a community of lifelong learners that will function as responsible, self-sufficient citizens of a global society.

Vision

Our vision is to provide our students with an educational system that:

- Creates learning practices, personal relationships, and physical environments that will support the teaching and learning of 21st century skill outcomes.
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practices.
- Supports expanded community involvement in learning.
- Cultivates knowledge, self-discipline, leadership, and character in all students.

Beliefs

- All students can learn and will be prepared for lifelong learning.
- The higher the expectation, the greater the achievement.
- Excellence is achievable and always worth the investment.
- A high quality environment is conducive to learning.
- A positive collaboration between school and community will create a unified partnership.
- A highly qualified and effective staff is intrinsic to the success of the educational community.



We believe that instruction is divided into three interlocking domains that correlate to Ten Design Questions. These design questions not only provide a planning framework for teachers but they also provide a framework for observing classroom instruction. For this later purpose they must be reorganized to represent three very general categories of behavior or “lesson segments” that might be observed.

These three types of segments are:

I. Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

II. Lesson Segments that Address Content:

Design Question 2: What will I do to help students effectively interact with new knowledge?

Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?

Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?

Design Question 10: What will I do to develop effective lessons organized into a cohesive unit?

III. Lesson Segments that Are Enacted on the Spot:

Design Question 5: What will I do to engage students?

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Design Question 8: What will I do to establish and maintain effective relationships with students?

Design Question 9: What will I do to communicate high expectations for all students?



I. Lesson Segments Involving Routine Events

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

1. What do I typically do to establish and maintain classroom rules and procedures?
2. What do I typically do to organize the physical layout of the classroom?

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

3. What do I typically do to provide clear learning goals and scales (rubrics)?
4. What do I typically do to track student progress?
5. What do I typically do to celebrate success?



Design Question #6: What will I do to establish and maintain classroom rules and procedures?

1. What do I typically do to establish and maintain classroom rules and procedures?

<p>The teacher reviews expectations regarding rules and procedures to ensure their effective execution.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule of procedure should be used <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	I adapt and create new strategies for unique student needs and situations.	I establish and review expectations regarding rules and procedures and monitor the extent to which students understand the rules and procedures.	I establish and review expectations regarding rules and procedures, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Steps:

The Handbook of the Art & Science of Teaching pages 199-223



Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

3. What do I typically do to provide clear learning goals and scales (rubrics)?					
<p>The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.</p>	<p><u>Notes</u></p>				
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric <input type="checkbox"/> Other: _____ 				
<p>Notes:</p>	<p>Notes:</p>				
How am I doing?					
Providing clear learning goals and scales (rubrics)	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.
Action Steps:					
The Handbook of the Art & Science of Teaching pages 9-43					



4. What do I typically do to track student progress? DQ1

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Notes

Examples of Teacher Evidence

- Teacher helps students track their individual progress on the learning goal
- Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal
- Teacher uses formal and informal means to assign scores to students
- Teacher charts the progress of the entire class on the learning goal
- Other: _____

Examples of Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking student progress	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment and monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Steps:



5. What do I typically do to celebrate success? DQ1

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	<u>Notes</u>
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<p>Examples of Teacher Evidence</p> <input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success <ul style="list-style-type: none"> • Show of hands • Certification of success • Parent notification • Round of applause <input type="checkbox"/> Other: _____	<p>Examples of Student Evidence</p> <input type="checkbox"/> Students show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress <input type="checkbox"/> Other: _____
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Notes:	Notes:
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	I adapt and create new strategies for unique student needs and situations.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal and monitor the extent to which students are motivated to enhance their status.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Steps:



II. Lesson Segments Addressing Content

Design Question 2: What will I do to help students effectively interact with new knowledge?

1. What do I typically do to identify critical information?
2. What do I typically do to organize students to interact with new knowledge?
3. What do I typically do to preview new content?
4. What do I typically do to chunk content into “digestible bites”?
5. What do I typically do to help students process new information?
6. What do I typically do to help students elaborate on new information?
7. What do I typically do to help students record and represent knowledge?
8. What do I typically do to help students reflect on their learning?

Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?

9. What do I typically do to review content?
10. What do I typically do to organize students to practice and deepen knowledge?
11. What do I typically do to use homework?
12. What do I typically do to help students examine similarities and differences?
13. What do I typically do to help students examine errors in reasoning?
14. What do I typically do to help students practice skills, strategies, and processes?
15. What do I typically do to help students revise knowledge?

Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?

16. What do I typically do to organize students for cognitively complex tasks?
17. What do I typically do to engage students in cognitively complex tasks?
18. What do I typically do to provide resources and guidance?

Design Question 10: What will I do to develop effective lessons organized into a cohesive unit?



Design Question #2: What will I do to help students effectively interact with new knowledge?

1. What do I typically do to identify critical information?					
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.			Notes		
Examples of Teacher Evidence <input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important <input type="checkbox"/> Teacher tells students to get ready for some important information <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion <ul style="list-style-type: none"> • Tone of voice • Body position • Level of excitement <input type="checkbox"/> Other: _____			Examples of Student Evidence <input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to <input type="checkbox"/> Students visibly adjust their level of engagement <input type="checkbox"/> Other: _____		
Notes:			Notes:		
How am I doing?					
Identifying critical information	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus non-critical and monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus non-critical, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.
Action Plan:					
The Handbook of the Art & Science of Teaching pages 47-81					





2. What do I typically do to organize students to interact with new knowledge? DQ 2

The teacher organizes students into small groups to facilitate the processing of new information.

Notes

Examples of Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into diverse groups for the lesson
 - Dyads
 - Triads
 - Small groups up to about 5
- Other: _____

Examples of Student Evidence

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions
 - Speak in an appropriate tone & volume
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to interact with new knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into small groups to facilitate the processing of new knowledge and monitor group processing.	I organize students into small groups to facilitate the processing of new knowledge, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



3. What do I typically do to preview new content? DQ 2

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Notes

Examples of Teacher Evidence

- Teacher uses preview strategies
- Teacher uses Pre, During, & Post Reading strategies
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content
- When necessary, the teacher reteaches basic information or skills
- Other: _____

Examples of Student Evidence

- When asked, student can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in purposeful previewing activities
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Previewing new content	I adapt and create new strategies for unique student needs and situations.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed and monitor the extent to which students are making linkages.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



4. What do I typically do to chunk content into “digestible bites”? DQ 2

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Notes

Examples of Teacher Evidence

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points
- Other: _____

Examples of Student Evidence

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Chunking content into digestible bites	I adapt and create new strategies for unique student needs and situations.	I break input experiences into small chunks based on student needs and monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on student needs, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



5. What do I typically do to help students process new information? DQ 2

During breaks in the presentation of content, the teacher engages students in actively processing new information.	<u>Notes</u>
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher has group members summarize new information <input type="checkbox"/> Teacher employs formal group processing strategies <ul style="list-style-type: none"> • Jigsaw • Reciprocal Teaching • Concept attainment <input type="checkbox"/> Other: _____	<p>Student Evidence</p> <input type="checkbox"/> When asked, students can explain what they have just learned <input type="checkbox"/> Students volunteer predictions <input type="checkbox"/> Students voluntarily ask clarification questions <input type="checkbox"/> Groups are actively discussing the content <ul style="list-style-type: none"> • Group members ask each other and answer questions about the information • Group members make predictions about what they expect next <input type="checkbox"/> Other: _____
Notes:	Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Processing new information	I adapt and create new strategies for unique student needs and situations.	I engage students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	I engage students in summarizing, predicting, and questioning activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



6. What do I typically do to help students elaborate on new information? DQ 2

<p>The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <p><input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about the content</p> <p><input type="checkbox"/> Teacher asks students to explain and defend their inferences</p> <p><input type="checkbox"/> Teacher presents situations or problems that require inferences</p> <p><input type="checkbox"/> Other: _____</p>	<p>Examples of Student Evidence</p> <p><input type="checkbox"/> Students volunteer answers to inferential questions</p> <p><input type="checkbox"/> Students provide explanations and “proofs” for inferences</p> <p><input type="checkbox"/> Other: _____</p>
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Elaborating on new information	I adapt and create new strategies for unique student needs and situations.	I engage students in answering inferential questions and monitor the extent to which students elaborate on what was explicitly taught.	I engage students in answering inferential questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



7. What do I typically do to help students record and represent knowledge? DQ 2

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Notes

Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content
- Other: _____

Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Recording and representing knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways and monitor the extent to which this enhances students' understanding.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81



8. What do I typically do to help students reflect on their learning? DQ 2

<p>The teacher engages students in activities that help them reflect on their learning and the learning process.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about <input type="checkbox"/> Teacher asks students to state or record how hard they tried <input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can explain what they are clear about and what they are confused about <input type="checkbox"/> When asked, students can describe how hard they tried <input type="checkbox"/> When asked, students can explain what they could have done to enhance their learning <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reflecting on learning	I adapt and create new strategies for unique student needs and situations.	I engage students in reflecting on their own learning and the learning process and monitor the extent to which students self-assess their understanding and effort.	I engage students in reflecting on their own learning and the learning process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 47-81

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?



9. What do I typically do to review content?

The teacher engages students in a brief review of content that highlights the critical information.

Notes

Examples of Teacher Evidence

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
- When necessary, the teacher reteaches basic information or skills
- Other: _____

Examples of Student Evidence

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reviewing content	I adapt and create new strategies for unique student needs and situations.	I engage students in a brief review of content that highlights the critical information and monitor the extent to which students can recall and describe previous content.	I engage students in a brief review of content that highlights the critical information, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 85-115



10. What do I typically do to organize students to practice and deepen knowledge? DQ3

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Notes

Examples of Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- Other: _____

Examples of Student Evidence

- When asked, students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to practice and deepen knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to practice and deepen their knowledge and monitor the extent to which the group work extends their learning.	I organize students into groups to practice and deepen their knowledge, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:



11. What do I typically do to use homework? DQ 3

When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.

Notes

Examples of Teacher Evidence

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently
- Other: _____

Examples of Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using homework	I adapt and create new strategies for unique student needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching 85-115



12. What do I typically do to help students examine similarities and differences? DQ 3

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Notes

Examples of Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding
- Other: _____

Examples of Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining similarities and differences	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine similarities and differences and I monitor the extent to which the students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine similarities and differences, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching 85-115



13. What do I typically do to help students examine errors in reasoning? DQ 3

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Notes

Examples of Teacher Evidence

- Teacher asks students to examine information for errors or incorrect assumptions
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Other: _____

Examples of Student Evidence

- When asked, students can describe errors or incorrect assumptions
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning.
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining errors in reasoning	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitor the extent to which students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:



14. What do I typically do to help students practice skills, strategies, and processes? DQ 3

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Notes

Examples of Teacher Evidence

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently
- Other: _____

Examples of Student Evidence

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Practicing skills, strategies, and processes	I adapt and create new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, I engage students in practice activities and monitor the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, I engage students in practice activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:



15. What do I typically do to help students revise knowledge? DQ 3

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Notes

Examples of Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Other: _____

Examples of Student Evidence

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Revising knowledge	I adapt and create new strategies for unique student needs and situations.	I engage students in revision of previous content and monitor the extent to which these revisions deepen students' understanding.	I engage students in revision of previous content, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching 85-115

Design Question #4: What will I do to help students acquire higher order thinking skills about new knowledge?



16. What do I typically do to organize students for cognitively complex tasks?

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Notes

Example of Teacher Evidence

- Teacher establishes the need for collaborative problem solving
- Teacher organizes students into purposeful groups to acquire higher order thinking skills
- Other: _____

Examples of Student Evidence

- When asked, students describe the importance of problem solving and higher order thinking concepts about content
- When asked students explain how groups support their learning
- Students use group activities to help them acquire higher order thinking skills
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students for cognitively complex tasks	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to facilitate working on cognitively complex tasks and monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize students into groups to facilitate working on cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 119-153



17. What do I typically do to engage students in cognitively complex tasks? DQ 4

<p>The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to use higher order thinking skills</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <p><input type="checkbox"/> Teacher engages students with explicit decision making, problem solving, experimental inquiry, or investigation task</p> <p><input type="checkbox"/> Teacher facilitates students generating their own individual or group task that involves higher order thinking skills</p> <p><input type="checkbox"/> Other: _____</p>	<p>Examples of Student Evidence</p> <p><input type="checkbox"/> Students are clearly working on tasks that require higher order thinking skills</p> <p><input type="checkbox"/> When asked, students can explain the process they are using</p> <p><input type="checkbox"/> When asked, students can explain their work</p> <p><input type="checkbox"/> Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation</p> <p><input type="checkbox"/> Other: _____</p>
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Engaging students in cognitively complex tasks involving hypothesis generation and testing</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>I engage students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitor the extent to which students are generating and testing hypotheses.</p>	<p>I engage students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

Action Plan:



18. What do I typically do to provide resources and guidance? DQ 4

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Notes

Examples of Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher provides resources and guidance as needed by the entire class, groups of students, or individual students
- Other: _____

Examples of Student Evidence

- Students seek out the teacher for advice and guidance
- When asked, students can explain how the teacher provides assistance and guidance
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing resources and guidance	I adapt and create new strategies for unique student needs and situations.	I act as a guide and resource provider as students engage in cognitively complex tasks and monitor the extent to which students request and use guidance and resources.	I act as a guide and resource provider as students engage in cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 119-153

III. Lesson Segments Enacted on the Spot



Design Question 5: What will I do to engage students?

1. What do I typically do to notice when students are not engaged?
2. What do I typically do to use academic games?
3. What do I typically do to manage response rates?
4. What do I typically do to use physical movement?
5. What do I typically do to maintain a lively pace?
6. What do I typically do to demonstrate intensity and enthusiasm?
7. What do I typically do to use friendly controversy?
8. What do I typically do to provide opportunities for students to talk about themselves?
9. What do I typically do to present unusual or intriguing information?

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

10. What do I typically do to demonstrate “withitness”?
11. What do I typically do to apply consequences for lack of adherence to rules and procedures?
12. What do I typically do to acknowledge adherence to rules and procedures?

Design Question 8: What will I do to establish and maintain effective relationships with students?

13. What do I typically do to understand students’ interests and background?
14. What do I typically do to use verbal and nonverbal behaviors that indicate care for students?
15. What do I typically do to display objectivity and control?

Design Question 9: What will I do to communicate high expectations for all students?

16. What do I typically do to demonstrate value and respect for all students?
17. What do I typically do to ask questions of all students?
18. What do I typically do to probe incorrect answers with all students?

Design Question #5: What will I do to engage students?

1. What do I typically do to notice when students are not engaged?



The teacher scans the room making note of when students are not engaged and takes overt action.	<u>Notes</u>																
Examples of Teacher Evidence <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students <input type="checkbox"/> Other: _____	Examples of Student Evidence <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement <input type="checkbox"/> Students try to increase their level of engagement when prompted <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement <input type="checkbox"/> Other: _____																
Notes:	Notes:																
How am I doing?																	
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	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)												
Noticing when students are not engaged	I adapt and create new strategies for unique student needs and situations.	I scan the room, making note of when students are not engaged and take action and I monitor the extent to which students re-engage.	I scan the room, making note of when students are not engaged and take action, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.												
Action Plan:																	
The Handbook of the Art & Science of Teaching pages 157-196																	

2. What do I typically do to use academic games? DQ 5



<p>The teacher uses academic games and inconsequential competition to maintain student engagement.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses structured game formats such as Jeopardy, Family Feud, etc. <input type="checkbox"/> Teacher develops impromptu games such as making a game out of which answer might be correct for a given question <input type="checkbox"/> Teacher uses friendly competition along with classroom games <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in the games with some enthusiasm <input type="checkbox"/> When asked, students can explain how the games keep their interest and help them learn or remember content <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Using academic games</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>I use academic games and inconsequential competition to maintain student engagement and monitor the extent to which students focus on the academic content of the game.</p>	<p>I use academic games and inconsequential competition to maintain student engagement, but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

Action Plan:

The Handbook of the Art & Science of Teaching pages 157-196

3. What do I typically do to manage response rates? DQ 5



<p>The teacher uses response rates techniques to maintain student engagement in questions.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses wait time <input type="checkbox"/> Teacher uses response cards <input type="checkbox"/> Teacher has students use hand signals to respond to questions <input type="checkbox"/> Teacher uses choral response <input type="checkbox"/> Teacher uses technology to keep track of students' responses <input type="checkbox"/> Teacher uses response chaining <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple students or the entire class responds to questions posed by the teacher <input type="checkbox"/> When asked, students can describe their thinking about specific questions posed by the teacher <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates	I adapt and create new strategies for unique student needs and situations.	I use response rate techniques to maintain student engagement in questions and monitor the extent to which the techniques keep students engaged.	I use response rate techniques to maintain student engagement in questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 157-196

4. What do I typically do to use physical movement? DQ 5



<p>The teacher uses physical movement to maintain student engagement.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has students stand up and stretch or do related activities when their energy is low <input type="checkbox"/> Teacher uses activities that require students to physically move to respond to questions <ul style="list-style-type: none"> • Vote with your feet • Corners activity <input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement <input type="checkbox"/> Teacher uses “give-one-get-one” activities that require students to move about the room <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in the physical activities designed by the teacher <input type="checkbox"/> When asked, students can explain how the physical movement keeps their interest and helps them learn <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using physical movement	I adapt and create new strategies for unique student needs and situations.	I use physical movement to maintain student engagement and monitor the extent to which these activities enhance student engagement.	I use physical movement to maintain student engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 157-196

5. What do I typically do to maintain a lively pace? DQ 5



The teacher uses pacing techniques to maintain students' engagement.	<u>Notes</u>																
Examples of Teacher Evidence <input type="checkbox"/> Teacher employs crisp transitions from one activity to another <input type="checkbox"/> Teacher alters pace appropriately (i.e. speeds up and slows down) <input type="checkbox"/> Other: _____	Examples of Student Evidence <input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity is begun <input type="checkbox"/> When asked about the pace of the class, students describe it as not too fast or not too slow <input type="checkbox"/> Other: _____																
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Action Plan:																	
The Handbook of the Art & Science of Teaching pages 157-196																	

6. What do I typically do to demonstrate intensity and enthusiasm? DQ 5



The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	<u>Notes</u>																
Examples of Teacher Evidence <input type="checkbox"/> Teacher describes personal experiences that relate to the content <input type="checkbox"/> Teacher signals excitement for content by: <ul style="list-style-type: none"> • Physical gestures • Voice tone • Dramatization of information <input type="checkbox"/> Teacher overtly adjusts energy level <input type="checkbox"/> Other: _____	Examples of Student Evidence <input type="checkbox"/> When asked, students say that the teacher “likes the content” and “likes teaching” <input type="checkbox"/> Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content <input type="checkbox"/> Other: _____																
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Action Plan:																	
The Handbook of the Art & Science of Teaching pages 157-196																	

7. What do I typically do to use friendly controversy? DQ 5
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The teacher uses friendly controversy techniques to maintain student engagement.	<u>Notes</u>																
Examples of Teacher Evidence <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on content from members of the class <input type="checkbox"/> Other: _____	Examples of Student Evidence <input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement <input type="checkbox"/> When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on <input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content <input type="checkbox"/> Other: _____																
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How am I doing?																	
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Action Plan:																	
The Handbook of the Art & Science of Teaching pages 157-196																	

8. What do I typically do to provide opportunities for students to talk about themselves? DQ 5



The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	<u>Notes</u>																
Examples of Teacher Evidence <input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content <input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal interests <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested <input type="checkbox"/> Other: _____	Examples of Student Evidence <input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content <input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content <input type="checkbox"/> Other: _____																
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Action Plan:																	
The Handbook of the Art & Science of Teaching pages 157-196																	

9. What do I typically do to present unusual or intriguing information? DQ 5



<p>The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher systematically provides interesting facts and details about the content <input type="checkbox"/> Teacher encourages students to identify interesting information about the content <input type="checkbox"/> Teacher engages students in activities like “Believe it or not” about the content <input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content <input type="checkbox"/> Teacher tells stories that are related to the content <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students’ attention increases when unusual information is presented about the content <input type="checkbox"/> When asked, students explain how the unusual information makes them more interested in the content <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Presenting unusual or intriguing information	I adapt and create new strategies for unique student needs and situations.	I use unusual or intriguing information about the content and monitor the extent to which this information enhances students’ interest in the content.	I use unusual or intriguing information about the content, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don’t.

Action Plan:

The Handbook of the Art & Science of Teaching pages 157-196

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?



10. What do I typically do to demonstrate “withitness”?

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Notes

Examples of Teacher Evidence

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations
- Other: _____

Examples of Student Evidence

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating “withitness”	I adapt and create new strategies for unique student needs and situations.	I use behaviors associated with “withitness” and monitor the effect on students’ behavior.	I use behaviors associated with “withitness”, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don’t.

Action Plan:

The Handbook of the Art & Science of Teaching pages 227-247

11. What do I typically do to apply consequences for lack of adherence to rules and procedures? DQ 7



<p>The teacher applies consequences for not following rules and procedures consistently and fairly.</p>	<p><u>Notes</u></p>
<p>Examples of Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides nonverbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Eye contact • Proximity • Tap on the desk • Shaking head, no <input type="checkbox"/> Teacher provides verbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> • Tells students to stop • Tells students that their behavior is in violation of a rule or procedure <input type="checkbox"/> Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior) <input type="checkbox"/> Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior) <input type="checkbox"/> Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken) <input type="checkbox"/> Other: _____ 	<p>Examples of Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students cease inappropriate behavior when signaled by the teacher <input type="checkbox"/> Students accept consequences as part of the way class is conducted <input type="checkbox"/> When asked, students describe the teacher as fair in application of rules <input type="checkbox"/> Other: _____
<p>Notes:</p>	<p>Notes:</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Applying consequences for lack of adherence to rules and procedures</p>	<p>I adapt and create new strategies for unique student needs and situations.</p>	<p>I apply consequences for not following rules and procedures consistently and fairly and monitor the extent to which rules and procedures are followed.</p>	<p>I apply consequences for not following rules and procedures consistently and fairly, but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

Action Plan:



12. What do I typically do to acknowledge adherence to rules and procedures? DQ 7

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Notes

Examples of Teacher Evidence

- Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies
- Other: _____

Examples of Student Evidence

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedures increases
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging adherence to rules and procedures	I adapt and create new strategies for unique student needs and situations.	I acknowledge adherence to rules and procedures consistently and fairly and monitor the extent to which new actions affect students' behavior.	I acknowledge adherence to rules and procedures consistently and fairly, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 227-247

Design Question #8: What will I do to establish and maintain effective relationships with students?



13. What do I typically do to understand students' interests and background?

The teacher uses students' interests and background to produce a climate of acceptance and community.	<u>Notes</u>
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<p>Examples of Teacher Evidence</p> <input type="checkbox"/> Teacher has side discussions with students about events in their lives <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested <input type="checkbox"/> Teacher builds student interests into lessons <input type="checkbox"/> Other: _____	<p>Examples of Student Evidence</p> <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and/or is interested in them <input type="checkbox"/> Students respond when teacher demonstrates understanding of their interests and background <input type="checkbox"/> When asked, students say they feel accepted <input type="checkbox"/> Other: _____
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Notes:	Notes:
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Understanding students' interests and background	I adapt and create new strategies for unique student needs and situations.	I use students' interests and background during interactions with students and monitor the sense of community in the classroom.	I use students' interests and background during interactions with students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:



**14. What do I typically do to use verbal and nonverbal behaviors that indicate care for students?
DQ 8**

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.	<u>Notes</u>
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<p>Examples of Teacher Evidence</p> <input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments <input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics <input type="checkbox"/> Teacher uses humor with students when appropriate <input type="checkbox"/> Teacher smiles, nods, (etc.) at students when appropriate <input type="checkbox"/> Other: _____	<p>Examples of Student Evidence</p> <input type="checkbox"/> When asked, students describe teacher as someone who cares for them <input type="checkbox"/> Students respond to teacher’s verbal interactions <input type="checkbox"/> Students respond to teacher’s nonverbal interactions <input type="checkbox"/> Other: _____
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Notes:	Notes:
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using verbal and nonverbal behaviors that indicate caring for students	I adapt and create new strategies for unique student needs and situations.	I use verbal and nonverbal behaviors that indicate caring for students and monitor the quality of relationships in the classroom.	I use verbal and nonverbal behaviors that indicate caring for students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:



15. What do I typically do to display objectivity and control? DQ 8

The teacher behaves in an objective and controlled manner.	<u>Notes</u>
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<p>Examples of Teacher Evidence</p> <p><input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions</p> <p><input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner</p> <p><input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion</p> <p><input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior</p> <p><input type="checkbox"/> Other: _____</p>	<p>Examples of Student Evidence</p> <p><input type="checkbox"/> Students are settled by the teacher's calm demeanor</p> <p><input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class</p> <p><input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally</p> <p><input type="checkbox"/> Other: _____</p>
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Notes:	Notes:
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How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Displaying emotional objectivity and control	I adapt and create new strategies for unique student needs and situations.	I behave in an objective and controlled manner and monitor the effect on the classroom climate.	I behave in an objective and controlled manner, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 251-268

Design Question #9: What will I do to communicate high expectations for all students?



16. What do I typically do to demonstrate value and respect for all students?

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Notes

Examples of Teacher Evidence

- The teacher provides all students with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The teacher provides all students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about any students
- Other: _____

Examples of Student Evidence

- When asked, students say that the teacher cares for all students
- Students treat each other with respect
- Other: _____
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Communicating value and respect for low expectancy students	I adapt and create new strategies for unique student needs and situations.	I exhibit behaviors that demonstrate value and respect for low expectancy students and monitor the impact on low expectancy students.	I exhibit behaviors that demonstrate value and respect for low expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 271-285



17. What do I typically do to ask questions of all students? DQ 9

The teacher asks questions of all students with the same frequency and depth as with high expectancy students.

Notes

Examples of Teacher Evidence

- Teacher makes sure all students' questions are answered at the same rate as high expectancy students' questions
- Teacher makes sure all students are asked challenging questions at the same rate as high expectancy students
- Other: _____

Examples of Student Evidence

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of every student
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Asking questions of low expectancy students	I adapt and create new strategies for unique student needs and situations.	I ask questions of low expectancy students with the same frequency and depth as with high expectancy students and monitor the quality of participation of low expectancy students.	I ask questions of low expectancy students with the same frequency and depth as with high expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 271-285



18. What do I typically do to probe incorrect answers with all students? DQ 9

The teacher probes incorrect answers of all students in the same manner as he/she does with high expectancy students.

Notes

Examples of Teacher Evidence

- Teacher asks all students to further explain their answers when they are incorrect
- Teacher rephrases questions for all students when they provide an incorrect answer
- Teacher breaks a question into smaller and simpler parts when a all student answers a question incorrectly
- When all students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- Other: _____

Examples of Student Evidence

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"
- When asked, students say the teacher helps them answer questions successfully
- Other: _____

Notes:

Notes:

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers by low expectancy students	I adapt and create new strategies for unique student needs and situations.	I probe incorrect answers of low expectancy students in the same manner as with high expectancy students and monitor the level and quality responses of low expectancy students.	I probe incorrect answers of low expectancy students in the same manner as with high expectancy students, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Action Plan:

The Handbook of the Art & Science of Teaching pages 271-285

IV. Feedback Menu



Instructional Rounds – “Snapshot Form” pg 53-54

During instructional rounds, small groups of teachers make relatively brief observations of their fellow teachers. These observations are longer than a typical “walkthrough” (i.e. longer than a few minutes), but usually shorter than an entire class period.

- Primary focus is for the observers to compare and contrast their practices with the observed practice
- It is the discussion at the end of a set of instructional rounds and the subsequent self-reflection by observer teachers that is their chief benefit.
- Teams of Teachers Observe a Peer
- Can be long or short in duration
- May or may not be used to provide feedback to the observed

Self Evaluations – “The Firelands Framework for Effective Instruction” pg 7-50

One use of the observational protocol is for teachers to rate themselves using the scale described previously. In this case a teacher simply scores himself or herself on each of the elements for each lesson segment. In addition to using the rating scale the teacher might check the specific behaviors he or she considers strengths. The teacher also records notes to describe strategies not listed or adaptations to strategies.

Student Surveys – “Student Evaluation Form” pg 58

The use of student surveys allows the teacher to see if their students perceive what the teacher wants the student to perceive and it allows the teacher to hear how the students’ evaluate their teaching performance. Student ratings encourage communication between students and their instructor. This communication may lead to the kind of student and instructor involvement in the teaching-learning process that can raise the level of instruction.

Video Taping of Lessons – “Video Reflection Form” pg 55-57

Video-recorded teaching sessions offer particularly strong evidence of a teacher’s knowledge and ability. The following questions are designed to focus attention on aspects of teaching that are described in the Firelands Framework for Effective Instruction. Examine from both the teacher’s and the students’ point of view.

Expert Videos

Teachers are given access to a database of videos that show examples of exemplar teachers using various researched based, best practices.

Virtual Communities

Virtual Communities allow for teachers to communicate Whenever, Wherever, and about Whatever. They allow for collaboration and communication, between grade levels and buildings.

Administrative Walkthroughs – “Snapshot Form” pg 53-54

Administrative Walkthroughs are one of the most popular techniques currently used for collecting observational data.

- Primary use is to obtain a snapshot of the overall behavior of teachers in the building or district
- Gives a “10,000 foot view” of the classroom & the instruction
- Can be long or short in duration
- Feedback may or may not be given to the teacher observed

Cueing Teaching

An Administrator or Academic Coach cues the teacher while instructing to improve instruction on a couple key instructional concepts.

- Primary use is for struggling teachers
- Specific areas of needed improvement are targeted
- Process: Pre-Conference, 2. Cueing, and 3. Post-Conference



V. Forms

- I. Example Snapshot Form
- II. Example Video Reflection Form
- III. Example Student Survey Form



SNAPSHOT FORM

I. Lesson Segments That Involve Routine Events That Might be Observed in Every Lesson

What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

What is the teacher doing to establish or maintain classroom rules and procedures?

II. Lesson Segments That Address Content

What is the teacher doing to help students effectively interact with new knowledge?

What is the teacher doing to help students practice and deepen their understanding of new knowledge?



SNAPSHOT FORM

What is the teacher doing to help students generate and test hypotheses about new knowledge?

III. **Lesson Segments That Are Enacted on the Spot**

What is the teacher doing to engage students?

What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

What is the teacher doing to establish and maintain effective relationships with students?

What is the teacher doing to communicate high expectations for all students?



Video Reflection Form

Video-recorded teaching sessions offer particularly strong evidence of a teacher's knowledge and ability. The following questions are designed to focus attention on aspects of teaching that are described in the Firelands Framework for Effective Instruction. Use these questions to hone your skills as an observer and analyst of your own teaching:

What is the extent of classroom involvement (e.g., are most students participating or are the same few students doing all the talking)?

Reflection	Visual Proof

Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?

Reflection	Visual Proof

What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?

Reflection	Visual Proof



Video Reflection Form

Are there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?

Reflection	Visual Proof

What roles (e.g., expert, facilitator, co-learner) do you play in the video recording? Is each role appropriate for the situation?

Reflection	Visual Proof

What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences? What instructional opportunities do you take advantage of and why?

Reflection	Visual Proof

What instructional opportunities do you not take advantage of and why?

Reflection	Visual Proof



Video Reflection Form

What evidence do you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you?

Reflection	Visual Proof

Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?

Reflection	Visual Proof

Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?

Reflection	Visual Proof

Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)

Reflection	Visual Proof



Student Survey Form

The following is an assessment that will be used to help evaluate my overall teaching performance. Your honest opinion is appreciated and your comments will not influence your grade. The responses are anonymous.

(Don't write your name on this!) ☺

Please use the following scale as you answer each question:

1 ----- 2 ----- 3 ----- 4 ----- 5
Strongly Disagree Disagree Sometimes Agree Strongly Agree

- _____ 1. The teacher let students know what was expected of them.
- _____ 2. The teacher was well prepared for each class.
- _____ 3. The teacher was accepting and supporting of students.
- _____ 4. The teacher covered the material at an appropriate pace.
- _____ 5. The teacher showed patience when dealing with students.
- _____ 6. The teacher helped make the material interesting by relating it to things I know.
- _____ 7. The teacher used visuals such as whiteboard, maps, handouts, and presentation stations.
- _____ 8. The teacher handled student discipline fairly.
- _____ 9. The teacher recognized which students did not understand the material and reviewed as needed.
- _____ 10. The teacher appeared to be genuinely concerned about students and their success in class.
- _____ 11. The teacher gave clear directions.
- _____ 12. The teacher knew the subject matter well.
- _____ 13. The teacher presented a professional appearance and behavior.
- _____ 14. The teacher uses a variety of instructional methods.
- _____ 15. The teacher challenged me.

Tell me about the lesson where you learned the most and why you think so.

Tell me any areas that you believe I need to improve upon and why.

Any other comments?

