EVALUATE
DAVIS

PLAN·TEACH·CHECK

ENVIRONMENT

PROFESSIONALISM

OBSERVATION TOOLKIT

EVALUATE DAVIS OBSERVATION TOOLKIT

Second Edition
July 2018

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
P.1 Analyzes and uses ongoing assessment data to guide instructional planning	*Not part of the observation measure*	Effective teachers constantly monitor student learning, through both formative and summative assessment data. Analyzing and using data to plan helps teachers make data-based instructional decisions to individualize instruction and move student learning forward.
P.2 Designs instruction to meet or exceed DESK standards	1. *Lesson aligns with DESK standards*	The DESK is a prioritized and focused set of standards aligned with the Utah Core that identifies what students should know and be able to do. Focus on these high-leverage standards ensures students receive a guaranteed, high-level curriculum.
P.3 Constructs relevant meaningful learning experiences which meet individual learning needs	2. *Activities help learners master content or skills*	We have limited time with students; therefore, learning activities must effectively help learners master the content or skill. Effective learning activities have a maximum impact on student learning and are not merely fun or interesting.
	3. *Teacher provides opportunities for learners to apply information to new situations*	Learning knowledge and mastering skills is important; however, it is critical for learners to apply and transfer information or skills in new or different situations. Transferring information and skills to new situations and making connections to other content-areas or outside the classroom leads to increased retention and deeper understanding.
	4. *Activities are individualized to meet needs of learner*	Learning experiences are meaningful and relevant when they meet individual needs. Knowing the skill, ability, and interest levels of students provides an educator with information to construct engaging and interesting learning experiences for students. All students, including advanced students, should be learning new things each day.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Teacher using data to guide instructional planning • Teacher collaborating with peers in the use of assessment results to guide team discussions and plans for instruction • Teacher using data when sharing information/ progress with students about their learning • Teacher using or referring to data when discussing instructional strategies and lesson planning	• Teacher does not know how well a student is doing in the class • Students either do not have enough background knowledge to use the new information, or the concept is something they already know
• A quick DESK check enables observer to identify the standard/ indicator being taught • Teacher using DESK terminology to name concepts and skills during instruction • Students articulating what they are learning in student friendly DESK terms	• Observer cannot relate lesson to any item in DESK • Inordinate amount of time is spent on housekeeping or unrelated topics
• Instruction and activities are clearly intended to help learners master DESK content or skill • Students asking questions about skills or content • Teacher asking students, "Why are we doing this?" or "How will this activity help us to master ____?" or "Why is this activity important?"; and, students verbalizing answers to these questions • Teacher using a learning management system to guide instructional design, track student progress, and assure learning is taking place	• Any activity such as worksheets, crossword puzzles and word searches; creative projects not related to the DESK • Students asking questions about procedures • Students are focused on completion and cannot articulate what they are learning • Activities are loosely tied to DESK but do not support, or lead to mastery of, the stated objective
• Teacher and students using statements such as, "Now, let's try it in this situation," or, "We talked about how to do this for this assignment, but what if we were at ____ doing ____?" • Teacher or students making connections to current events or other content applications	• Learners use skills in isolation without opportunities to relate them to other situations or ideas, or use them in a different context • Material is 'covered' and the teacher moves on; there is no application of the material or skills • Students cannot answer the question, "How will you use this?"
• Most students completing assignments in approximately the same amount of time • A plan to adjust the time, place, or pace is presented to students • Students working on different assignments • Some students using modified assignments • Students sharing how the concept relates to their interests or events/situations in their lives • Students choosing from a variety of assignment options • Teacher giving students opportunities to demonstrate prior mastery of a concept or skill • Students engaging in activities requiring deeper or a more complex understanding of content • Assignments and activities encouraging open-ended responses and favoring composition as opposed to worksheets • Students demonstrating knowledge or mastery using multiple formats/methods • Students engaging in rigorous learning and understanding of content at their level	• All students are engaged in the same activity in the same way • Some students struggle and are unable to complete assignment • Some students finish quickly and are doing other work (peer tutoring, reading a book, etc.) • Students can't relate content or skill to their own lives

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P.4 Sequences and scaffolds lessons which balance depth with breadth.	5. *Teacher connects current learning to both prior and future learning*	Students understand and transfer information and skills when their learning is connected to prior knowledge and future learning.
	6. *Lesson is well-organized and proceeds in a logical sequence*	Quality instruction is well-organized and sequential. Effective teachers use scaffolding to build a foundation for new or difficult concepts/ information/ skills for students. When lessons move from basic to more complex or general to more specific, students have adequate information and/or skill to proceed to the next concept, skill, or activity.

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EVIDENCE I MIGHT SEE/HEAR	RED FLAGS

• Teacher making comments such as:
    o "Remember when we talked about…"
    o "Today we are doing…"
    o "Next week we will use the information you learn today to…"
    o "Next steps will be…"
    o "You will use this skill in…"
• Students connecting previous learning to new information/skills they are learning today; students can articulate what and why they are learning and how to apply it in other situations
	• No referencing of prior content/skills learned; lack of looking forward to future use of content/skills
	• Disengaged students who cannot articulate how they might use the new knowledge/skill in another way

• Teacher using pre-assessments to determine prior student understanding or mastery to direct teacher planning and student learning
• Teacher reviewing or introducing vocabulary and/or language of the discipline students need for understanding concepts
• Teacher building students' background knowledge, practicing with new information, reviewing and reflecting, etc.
• Teacher deliberately designing lessons that include student think time and guided practice
• Teacher relating new learning to prior knowledge and/or skills helps students make connections throughout the lesson, unit, and course, as well as across curricular areas
• Seamless lessons and smoothly flowing transitions
• Teacher planning includes alternate learning activities for possible technological issues such as:
    o Poor or no Wi-Fi connectivity
    o Website down or responding slowly
    o Mobile devices not charged
	• Teacher bounces back and forth between concepts; or says things such as, "Oh, I forgot to tell you..."
	• Confused or disengaged students who are unsure or unable to perform tasks or complete assignments
	• Lesson sequencing doesn't make sense
	• Students asking questions that demonstrate they are not ready for assignments or independent practice

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
T.1 Articulates learning goals, content, instructions, and expectations clearly	7. *Learners know what they are supposed to be learning and why*	When teachers identify and articulate the essential skills and knowledge to students learning is increased. Learners need help/guidance connecting the various parts of a lesson, understanding why the content or activity is important, and knowing what information/skill is essential to learn and retain. Ultimately, student learning improves when the teacher clearly identifies what students are supposed to learn, why it is important, and when they will use it.
	8. *Learners know what they are supposed to do and when to do it*	When teachers clearly articulate what learners are supposed to do and when, it increases the likelihood of student success on assignments and projects, resulting in improved motivation, learning, and maximized instructional time.
T.2 Engages students in a variety of best practice instructional strategies and learning activities	9. *Learners participate in a variety of learning activities*	Skilled educators balance consistency and variety. Variety maintains student interest and engagement, while consistent routines and procedures allow learners to focus on target concepts.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Students and teacher verbalizing, in student-friendly language, what they are learning, why it is important, and how they will use it • Teacher referring to "what we are learning and why" throughout the lesson; for example: "Now we are going to talk about…"; "You will use this information when you…on the next assignment" • Students can answer, "Why are you learning this?" or "Why is this important for you to know?" with an explanation of the essential skills • Students and teacher consistently articulating links between each part of the lesson • Students applying previously learned skills to new material and verbalizing how it is connected • Student questioning indicates a desire to deepen their own understanding • Students reflecting on their understanding and use of target skills and concepts.	• When students are asked, "What are you studying," the answer is something like, "Chapter 6," or "We have to cut this out and glue it here" • No objective is visible • Objective is not communicated in student-friendly language • Objective is posted but is not referred to by the teacher • Objective is referred to only at the beginning of the lesson • Teacher meanders through lesson; little or no connection or relationship between content or skill and learning activity • Student focus is on task completion rather than learning targets

• Teacher clearly verbalizing what learners are supposed to do and when they are supposed to do it
• Teacher clearly verbalizing and posting success criteria so all students can answer "How will I know when I have successfully mastered this objective?"
• Students verbalizing, writing, or demonstrating understanding of what they are learning or doing
• Teacher ensuring all students understand instructions and purpose
• Students begin working immediately following instructions with minimal questions
• Teacher requiring all students to listen to rephrased instructions when some students ask for clarification
• Teacher using multiple methods for giving instructions, i.e., verbally, written on board, handouts, table tents with instructions on them, etc.
• Teacher showing student samples of what is expected
• Teacher working individually with struggling learners to ensure they understand instructions
• Students moving learning forward through multiple paths of support (various methods of getting help that do not rely on the teacher alone)
	• Some students are not listening to instructions
	• There is confusion among students about page numbers, assignments, missing handouts, etc.
	• Students begin work before teacher is finished giving instructions and then ask questions about requirements
	• Students have many procedural questions:
	  o "I have finished. What should I do now?"
	  o "Where do I turn this in?"
	  o "When is this due?"
	• Students cannot answer the question, "What are you supposed to do?"

• Teacher strategically using several different types or modes of activity, including: digital/, hands-on/manipulatives, writing, listening, speaking, small group, larger group, pairs, at seat, moving around the room, etc. • Teacher balancing shorter activities that build motivational interest with more sustained activities that develop grit and deep thinking • Students engaging in personalized learning activities	• Single activity extends throughout an entire instructional period, i.e., full-length video, lecture, notetaking, etc. • Same mode of learning/instruction used in successive activities • Students complain, "Why are we doing this again?", "How much longer do we need to do this?" • Students appear disengaged in the learning activity

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
T.2 Engages students in a variety of best practice instructional strategies and learning activities	*10. Best-practice instructional strategies are used*	Research-based instructional strategies possess a high level of widely-agreed upon effectiveness. These practices ensure students learn concepts or skills in the most efficient and effective manner.
	11. Learners are actively participating, or instruction is modified if learners appear disengaged	When students are actively participating, they are more likely to be learning. Effective teachers modify learning activities to maintain student engagement and maximize time spent learning. In other words, if the learning activity isn't working, skilled educators change it.
	12. Reluctant learners are encouraged to participate in lesson through multiple methods	A reluctant learner is one who appears not to be eager, willing, and ready to learn what is being taught; students who are not engaged, not participating, or off-task are not learning. Students only learn well when they actively participate in learning. Because students have differing learning styles, teachers may need to present information in a new or different way before understanding or participation can be expected.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Learning activities are intentionally designed to support student mastery of content or skill • Teacher articulating how the instructional strategy will enhance student thinking and learning • Teacher and students engaging in direct instruction and guided and independent practice	• Assignments include activities such as word searches, crossword puzzles, etc. • Projects contain unnecessary components that do not increase learning; e.g., learners spend extra time decorating for no clear reason • Learning activity does not help students master core content or skills • Students lack opportunities to interact with peers as a part of learning
• Students on task and visibly enjoying learning • Students actively seeking to give appropriate opinions/input • Teacher providing multiple opportunities and routes for all students to respond and participate • Teacher refocusing on the content or skill when student questions are loosely related to the subject at hand • Teacher listening to and/or accepting student feedback about how an activity or assignment can be modified to meet their interests • Teacher assessing level of student engagement and adjusting pacing, adapting learning activity, or changing other aspects of instruction accordingly	• Multiple students are not engaged, not participating, or off-task • The same student or students respond to most of the questions • Teacher must ask or require students to get moving or begin working • Teacher plows ahead with a lesson or activity in which students are not participating or are participating reluctantly

• Teacher encouraging students to participate using various strategies such as asking questions, flexible grouping, cold-calling, etc.
• Teacher moving around the room to change proximity to students who are off-task or disengaged
• Teacher incorporating re-directs, gentle reminders, and encouraging language as cues for non-participating students
• Teacher providing individual help to specific students
• Teacher actively seeking feedback from students
• Teacher incorporating technology to gather student feedback/data/responses
	• Students are off task
	• The same few students ask and/or answer most of the questions or monopolize the discussion.
	• Teacher uses punitive statements or threats:
	  o "This will really hurt your grade."
	  o "You already have 3 missing assignments and can't afford any more."
	  o "I'm giving you a zero on participation today unless..."

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
T.2 Engages students in a variety of best practice instructional strategies and learning activities	13. *Technology supports the learner's ability to acquire skills and knowledge*	When used effectively, technology can add interest, relevance, and applicability to learning. Using technology for technology's sake is not adequate, it must support and increase learning.
T.3 Utilizes instructional time wisely and paces effectively	14. *Learners are involved in bell-to-bell learning*	Students should be engaged in learning all day, all class period. When learning time is maximized, students learn more.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Technology supporting or enhancing delivery of high-quality instruction and personalized, relevant learning for students • Technology engaging learners in learning activities in ways not possible without technology • Students employing technology as a tool to meet the learning objective • Teacher encouraging student self-directed inquiry utilizing technology to find answers • Students using higher order thinking strategies within technology-based mediums; i.e., to solve real-life problems, analyze and generalize information, imagine, innovate, and hypothesize • Technology connecting students to a broader setting; for example, the class conducting an online interview, taking a virtual tour, or utilizing technology for a real-time view of a location or situation • Teacher demonstrating awareness of strengths and weaknesses of technology and supplementing instruction as necessary • Students and/or teacher using interactive technology; students and/or teacher customizing technology according to class needs • Technology enabling the teacher to immediately assess student learning during instruction • Students, not the teacher alone, using technology to meet the learning objective	• Teacher alone uses technology, i.e., full-length videos or PowerPoints with many words for student note-taking • Students use technology for purposes other than learning (listening to music, checking emails, social networking, etc.) • Students are engaged in using a prescriptive software program for extended periods of time • Students disengaged while teacher is focused on the digital tool being used to present content or skill • Teacher anticipating difficulty for students transition to technology and adjusting as necessary
• All students engaging in learning from the time an observer enters the room until they exit • Students following procedures to maximize learning when they have completed work early or need additional time to master skill or content • Students engaging in effective bell-ringer activity (e.g., a daily journal, quiz, self-starter, etc.) • Students beginning homework during class with the teacher's assistance to ensure they understand what the assignment is and how to correctly do it; practice/homework is followed by a well-developed closure activity to enhance the brain's ability to move learning into long-term memory	• Teacher searches for materials after the bell rings • Students do not readily engage when the bell rings, but require coaxing or threats from the teacher, or if many of the students do not engage in the activity, it is not "bell-to-bell" instruction • Students are not engaged in learning • Students at teacher desk waiting for help • Classroom time is so unstructured during project time that students are off task and not working • Time between learning activities is extensive • Getting started on homework is the last activity of the lesson or day or independent work is not structured into the lesson at all • Students are ready to leave, line up at the door, or engage in chit-chat with the teacher long before the bell rings

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
T.3 Utilizes instructional time wisely and paces effectively	15. *Effective transitions maximize learning time*	Effective transitions maintain the continuity and momentum of the learning environment and maximize learning time. Effective transitions require the teacher to identify, train, and often re-train students in transition procedures.
	16. *Pacing is adjusted to meet learner needs*	Appropriate pacing maintains student interest and engagement and ensures students have adequate time to learn content and skills, and complete required assignments. An effective teacher slows or hastens the delivery of instruction to meet the learning needs of students.
T.4 Displays enthusiasm and clear interest in the subject while ensuring students learn	17. *Teacher demonstrates interest and enthusiasm*	Teacher expression of interest and enthusiasm, in both verbal and non-verbal ways, has a direct impact on student interest, enthusiasm, and engagement.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Smooth, effective transitioning moves students from one activity to the next with minimal instruction from the teacher • Teacher articulating preview statements: "In 7 minutes I'll be asking you to get in pairs," which helps students be physically and emotionally ready for the change • Clear expectations and procedures are in place about where to go, what to do, how to act, how long to take during major transitions	• Confusion—real or fabricated by the students—occurs during transition • Multiple redirects are given by the teacher when moving from one thing to the next • Teacher must work to get or regain control of the class during or after a transition • Transition behaviors distract from learning in subsequent activities or neighboring classrooms
• All students remaining engaged and involved • Pacing has the appearance of not needing adjustment and is on track for completing coursework or objective • Pacing is appropriate for individual students, not just the observer • Rate of teacher's speech is appropriate for students • Teacher checking to gauge individual student engagement, interest, or lack of understanding, then modifying pacing as needed	• Students are disengaged because teacher is going on and on and on when providing either content or instructions • Teacher speaks too slowly or too quickly for students • Students are given too much or too little time to complete assigned tasks (students have finished work and have nothing to do or they have not completed work before the teacher moves on) • Teacher rushes or slows lesson pacing to "not be ahead/behind of third period"
• Teacher smiling frequently • Teacher making positive references to topic, assignments, student learning • Teacher displaying nonverbal methods of expressing enthusiasm, (i.e., movement, gestures, clapping, etc.) • Teacher connecting content to current events, school events, students' lives—not because it is part of the curriculum, but because the teacher finds it interesting • Teacher elaborating on the subject when time and student interest allow • Students going beyond the required learning due to teacher's contagious energy • Teacher appearing to enjoy teaching and students	• Instruction is given in a monotone voice • Teacher sits in a fixed location for long periods • Teacher demonstrates signs of frustration: sighing, rolling eyes, grimacing, etc. • Teacher seems dismissive of or non-responsive to student questions related to the course, but not perhaps to the topic at hand • Students appear to be bored

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
T.5 Uses instructional strategies to promote higher levels of thinking	*18. Learners have opportunities to engage in higher-level thinking (through questioning, solving real-world problems, critically analyzing information, etc.)*	All students benefit from higher-level thinking; it engages and encourages students and enables self-empowered learning; higher-level thinking skills are essential for life-long success. Successful students are able to synthesize, generalize, hypothesize, etc., not simply regurgitate basic information or facts. Teachers must thoughtfully plan and implement high-level thinking activities while ensuring students of varying levels and abilities are able to successfully engage in them.

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EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
- Students going beyond the facts to - Solve real-world problems - Analyze and generalize information - Investigate and hypothesize - Innovate and create - Focus on thinking over task - Share or identify their thinking processes - Students are able and willing to engage in activities requiring higher-levels of learning/thinking - Teacher and students asking why, how, and what if, questions - Students sharing or defending their thinking - Teacher and students asking questions and/or engaging in assignments requiring cross-curricular connections - Student and teacher questioning and discussion build in complexity, wait-time for responses increases appropriately, student interest is maintained, and dialogue occurs in multiple forms: student/student, student/teacher, and teacher/student - Instructional strategies allowing students to become involved in higher level thinking at individual levels; these strategies usually involve open-ended questions or creative activities that increase student learning	- Students are bored/listless, as thinking levels remain low - Questions are rhetorical or require students to access only basic knowledge or information - Students engage in discussion with teacher only - Dialogue among students is focused on finding the answer rather than truly understanding - Students say: "Why are you making me think?" "Just tell me the answer."

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
C.1 Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities	19. *A variety of frequent checks for understanding are employed*	Effective teachers incorporate many different types of informal checks for understanding during instruction. Based on this formative data, the teacher can adjust instruction—reteaching, correcting misconceptions, and enrichment. Using a variety of check strategies engages students and ensures the teacher gets valid data; using the same type of check repeatedly increases the ability of students to guess at appropriate responses, while some types of checks may inhibit some learners from responding at all. Formative assessment data are not calculated into a student's final grade.
	20. *Reteaching occurs prior to testing or moving to new concepts*	Information from formative checks must be used to ensure students understand and master content and skills. Students who are behind when the teacher moves on may be left behind in the content or skill missed, and may be unable to master the next concept, content, or skill. If checks reveal students are not proficient, have gaps in learning, or have misconceptions, the teacher should reteach immediately. Reteaching may be individualized and should include additional informal checks with the whole class, in small groups, or with individual students.
	21. *When checks reveal students are already proficient, enrichment connected to prior learning occurs*	All students should be learning all the time. Students who are proficient or quickly master content or skills must have opportunities to engage in deeper learning. Sometimes is it appropriate for the entire class to be engaged in enrichment activities when checks reveal all or most students are proficient. Effective educators are flexible and prepared to move into enrichment activities when needed.
C.2 Provides opportunities for students with diverse learning needs to demonstrate understanding	22. *Learners with diverse learning needs have opportunities to demonstrate understanding in different ways*	The effective teacher is aware of how students in his/her class learn and how to best access what they know and can do, thereby allowing students to demonstrate understanding and proficiency in various ways—essays, multiple choice, oral discussion, visual representation, etc. Some students have unique needs which limit their ability to demonstrate understanding in traditional ways, and the effective teacher understands that demonstrating learning is what is really important. Although good test taking skills are beneficial to students, they are secondary to demonstrating understanding.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Teacher using a wide variety of checks, i.e., verbal questions, written questions, hand signals, games, digital tools, teacher walks around the room and checks student work, etc. • Teacher employing frequent informal checks throughout instruction and prior to moving on to new content or skills in the lesson • All students responding to checks • Teacher responding to checks by reteaching or enriching student understanding of a concept • Teacher collecting and/or analyzing data from checks with students	• Teacher does not do any type of checking for understanding or proficiency • After a correct response from a single student (or a few students) the teacher moves on • Teacher uses the same type of check repeatedly with little variation • Checks are not informative, i.e., access student's feelings rather than content knowledge, assess only basic information, etc. • Teacher uses summative assessments exclusively
• After noting students have questions, the teacher presents the material in a different way • Teacher working with small groups or individuals to reteach • Teacher rechecking after reteaching • Teacher referring to methods students can employ to access additional reteaching (i.e., tutorial) • Individualized reteaching assignments for students based on academic needs, skills, and capabilities; may include personalized/digital learning tools	• Teacher corrects assignments and simply moves on to the next topic, concept, or skill • Teacher giving additional instruction on things students have already mastered
• Teacher taking students deeper into material rather than moving them into the next lesson, unit, etc., when student learning data reveal proficiency • Individual students working with more complex information or learning processes, employing deeper thinking, or requiring performance at higher levels, i.e., asking how and why questions, making additional connections, applying new knowledge or skills in unpredictable ways, or generalizing learning to other concepts, content, or skills • Teacher saying things like, "I see you already know that. Did you know...?"	• All students are doing the same thing • Teaching is focused on basic skills or information only • Questions are all on the same level • Differentiated instruction for proficient students is based on interest only • Proficient students have extra work such as an additional worksheet, longer assignment, or more vocabulary words, but not extra learning • Students who finish early are engaged in unrelated course content, e.g., homework from another class, reading for pleasure, browsing the web, etc. • Proficient students are used as tutors for other students rather than enriching their own learning
• Teacher providing students with varying types of assessments • Some students being assessed in different ways unique to their needs. For example, teacher following up with some students after whole class assessment and allowing them opportunities to demonstrate understanding in another or additional way, i.e., orally, etc. • Students having opportunities to choose from a variety of assessments at the end of a lesson, unit, etc.	• All students are assessed in the same way • Students with diverse learning needs are not allowed to demonstrate understanding individually • Students are consistently assessed using standard exams • There is no opportunity for students to select how they demonstrate learning

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
C.3 Provides specific, timely, and ongoing formative feedback to inform students of progress	23. *Learners receive specific and immediate feedback*	Effective feedback provides students with information about their own learning, leading them to understand why something was correctly or skillfully done, or why something was misunderstood or poorly executed, not simply knowing whether it was done correctly or incorrectly. Effective teachers give students feedback continually during a lesson, usually verbally; welcome student feedback; and train students to effectively give and receive feedback from their peers. On written work, feedback is more than a score or a grade, it is an explanation.
	24. *Learner misconceptions are corrected during instruction*	Teachers want to encourage student participation and are sometimes reluctant to correct student misconceptions or errors. *Failure to immediately point out errors in thinking or process increases the likelihood that some (or even all) students will retain inaccurate information and/or fail to reach proficiency.* Whether the teacher identifies misconceptions at the beginning of the lesson or later during the learning, the critical element is that the teacher *explicitly identifies* misconceptions and guides students to the correct understanding through explanation, discussion, or discovery learning.
C.4 Provides opportunities for students to set personal academic goals and self-assess progress	25. *Learners have opportunities to monitor and reflect upon their own progress*	Student motivation is increased when they set learning goals and track their own progress. In addition, effective teachers explicitly teach metacognitive skills and create opportunities—through assigned tasks—for students to practice metacognition until it is incorporated as habit. Metacognition, or thinking about one's thinking or learning, is a requirement for deep thinking and for improving the clarity of one's thinking and learning.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS

• Teacher providing clear learning targets and success criteria
• Teacher commentary is explicit about why something was done well or was misunderstood or done incorrectly
• Students receiving feedback in real time from teacher and/or technology to advance learning or understanding of skills and knowledge
• Students giving feedback to the teacher and/or other students
• Students skillfully using peer feedback
	• Students do not receive graded assessment until long after they were turned in
	• Teacher says:
	  o "That is incorrect. Who else has a solution?"
	  o "Correct." (No follow up as to why something is correct, or well done, etc.).
	  o Feedback is general and limited to things like, "Good!", "Great!", etc.
	• Teacher does not correct homework, only looks to see if it was turned in, gives no feedback, or simply gives a check or check minus for complete or incomplete assignments
	• Exclusive use of peer feedback without teacher monitoring

• Teacher anticipating common misconceptions and providing instruction to pre-empt those misconceptions by students; teacher saying:
  o "Many people are confused by…"
  o "Here's why it is easy to misunderstand…"
• Students explaining their thinking, creating discussion around misconceptions
• Teacher immediately correcting misconceptions and giving clear, correct information or review of skill and allowing the student another opportunity to provide correct information
	• Learner misconceptions are ignored, or the teacher says things such as, "That's close" and moves on
	• Learners with misconceptions are not allowed to explore their thinking or reasoning as a part of the correction process

• Students are tasked with:
  o Recording, graphing or charting progress
  o Using rubrics to evaluate their own work
  o Journaling and writing reflections on learning and progress
  o Identifying and explaining why they misunderstood or understood
  o Marking progress when they receive feedback from the teacher
  o Re-reading work to look for specific errors which the teacher is targeting in learning
  o Identifying what they thought vs. what they now understand
• Teacher providing information (orally or visually) on whole class progress
• Students articulating their own development of understanding, saying things such as, "Oh, now I see what I did wrong," or, "I didn't get that part, but now I do."
• Teacher asking students questions such as "What did you learn today that you didn't already know?", and "If you got this correct, you mastered the objective."
• A learning management system being used by students to self-monitor and take responsibility for their own learning
	• Students are not given opportunities to monitor and reflect on their own progress
	• Assignments are simply returned with no time for students to reflect on what they have or have not mastered
	• Class correcting assignments and turning them back to teacher without a process for students to reflect on learning, identify areas for improvement, self-correct misconceptions, or identify errors
	• Exclusive use of self-assessment without teacher monitoring or feedback

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
E.1 Fosters an environment where educators and students are positive and respectful	*26. Teacher positively acknowledges and interacts with all students*	Effective teachers create an atmosphere of educational safety and trust by creating a positive and welcoming environment for every student.
	27. Students are willing to take risks in learning without fear of negative feedback	Teachers need to know who knows and can do, and who doesn't. When students feel safe to comment, ask questions, or take risks (regardless of whether they are right or wrong) in the classroom, they are able to provide the teacher with information the teacher can use to create appropriate lessons, correct misconceptions, and reteach those in need.
	28. Learners demonstrate a positive and respectful attitude about classroom and learning	A positive classroom environment creates conditions in which learning, rather than discipline, is the focus.
	29. Teacher demonstrates a positive and respectful attitude about classroom and learning	A safe, respectful classroom environment where learning is valued is critical for student learning. The teacher sets the tone for the classroom and continually sends both tacit and explicit messages to students about the importance and value of lessons, concepts, skills, etc.
E.2 Demonstrates caring and understanding within an environment of high expectations	*30. Each student is held to high expectations for learning, and modifications to assignments are made as needed.*	Teachers are expected to ensure each student learns what is needed before moving on to the next course or grade level. The effective teacher focuses on student learning and thinking, not merely assignment completion or the correct answer. Students with special circumstances or needs that may interfere with their ability to learn or complete assignments receive appropriate accommodations. Learners are challenged to grow beyond simple proficiency.

ENVIRONMENT

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Greeting students at the door • Calling on many students to share • Smiling when responding to students • Encouraging students; scaffolding student understanding when mistakes are made • Demonstrating positive interest in students	• Only students who raise their hands are called upon • Teacher makes negative comments to students • Teacher calls upon the same students repeatedly • Teacher is not visible
• Students offering ideas and responses even when they are not sure they are correct • Students exhibiting confidence when responding • Students asking questions and saying they don't understand • Many (or most) students volunteering to answer questions, model work, etc. • Students respectfully engaging with peers around content and explaining or defending their thinking • Teacher modeling a growth mindset, acknowledging that struggles precede success	• Students are reluctant to respond in class • A minimal number (or the same few students) raise their hand • Lack of student participation in classroom discussions • Teacher discourages discussion or student responses
• Students generally staying on task • Students speaking positively or demonstrating positive attitudes about work and assignments • Students demonstrating positive and respectful interactions with peers and teacher	• Students interrupt each other and the teacher • Students shush each other • Students make fun of or put others down • Students make comments like, "This is boring," "Why do we have to do this?", "We just did this," etc.

• Teacher using phrases such as, "This is interesting...," "I love this concept...," "I think you will enjoy..."
• Teacher making positive and encouraging comments to students
• Teacher sharing things they have learned about topics that were interesting to them; modeling curiosity and a sense of wonder
• Teacher correcting students in a way that enables them to maintain their dignity
• Teacher actively moving around the room, being attentive during testing, videos, guest speaker presentations, etc.
	• Teacher seems angry, annoyed, or reacts negatively to management issues
	• Teacher says:
	   o "I wish we didn't have to, but...,"
	   o "We'll hurry through this so we can...,"
	   o "The district/administration is making us...,"
	   o "Once we get through this boring stuff we can do something fun."
	• Teacher is disorganized as class begins
	• Teacher sits at desk and/or engages in other activities when students are working
	• Teacher is on cell phone or computer during class time for non-emergency and non-work-related things

• Teacher allowing for choice in assignments • Teacher allowing students a variety of ways to respond to questions or formative checks • Students, whether alone or in groups. work on modified or personalized assignments, differentiated to their individual or group learning needs • Teacher discussing current levels of learning/performance and adjusting instruction and/or assessment as needed	• All students work on the same thing in the same way, and some students are not keeping up or understanding • Students who are behind are doing menial or basic work • Students who quickly complete assignments have nothing to do or are allowed free time

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
E.2 Demonstrates caring and understanding within an environment of high expectations	31. *Teacher is approachable and caring*	Students need to be able to approach the teacher for help and assistance when they don't understand, have difficulty completing assignments, or do poorly on tests and assignments. When students are not comfortable approaching the teacher, they may not get the help they need to be successful and may fall behind.
E.3 Creates an inviting and safe learning environment through effective classroom organization, procedures, and behavior management	32. *Classroom is organized and inviting*	An organized environment allows the teacher to focus on teaching and student learning. When the teacher and students are able find materials and resources quickly, more teaching and learning take place. In addition, the organization and attractiveness of the classroom helps students feel more comfortable with fewer distractions during learning. While the classroom must be inviting, the goal should be that students focus on learning.
	33. *Effective procedures minimize learning disruptions*	Effective procedures enable the teacher to focus on teaching rather than managing the class. When effective procedures are in place, students know what, how, and when to do things, they will transition quickly and smoothly from one learning activity to the next with little prompting from the teacher.
	34. *Behavioral expectations are clear and consistently applied*	Student behavioral issues can derail learning for the whole class. Setting and holding students to clear, appropriate expectations increases time spent learning and decreases time spent managing. Consistency creates a sense of fairness and ensures students know how to behave as well as consequences for misbehavior.

ENVIRONMENT

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Teacher smiling • Teacher asking individual students or small groups of students how they are doing, if they need help, what questions they might have, etc. • Students asking questions, approaching teacher often for help, explaining to teacher why they aren't getting it • Students and teacher having positive interactions	• Teacher spends time at desk • Teacher spends time on the computer • Teacher does not interact with students • Teacher is curt with students • Teacher makes negative comments and/or is impatient when students ask questions or offer excuses for why they are not getting it or not getting it done
• Tools and technology are organized and easily accessible to teacher and students • Clean, and organized classroom enhances learning rather than detracting from it • Exemplars of student work may be posted • Furniture arrangements are learner-centered and facilitate movement around the room	• Classroom is cluttered, disorganized • Wall space is used for decorations, posters, etc. not instruction, or is cluttered to the point of distraction • Major pathways are obstructed and getting around the room or between pieces of furniture is difficult • Teacher or students spend excessive time looking for materials or managing the use of technology
• Students knowing where to locate needed resources and materials, where to turn in completed work, what to do when they are done with assignments, etc. • Students following procedures with few (or no) prompts from the teacher • Evidence of classroom procedures (i.e., charts, folders, etc., showing how procedures are to be enacted) • Transitions operating smoothly	• Lots of unneeded shushing or calls for attention by the teacher • Repeated prompts about what to do next • Students interrupt teacher to ask what to do now, what to do next, where to put things (i.e., in their own binders or for the teacher to review, etc.) • Students appear confused or ask peers what to do
• Students behaving appropriately and on task • Teacher referring to posted rules and procedures when correcting or directing students • Managing student behaviors is done quickly, quietly, and positively	• Students are off-task and disengaged • Students are using cell phones for non-school related things (music, games, social media, etc.) • Some students are corrected, and some are not; for example, one student is corrected for calling out while another is not • Teacher spends a lot of time trying to manage behavior • Teacher goes into long explanations with students regarding why behavior is inappropriate or problematic

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
PRO. 1 Engages in self-reflection and professional learning for continuous growth and expertise in content and pedagogy	*Not part of the observation measure*	Teachers who are learners keep up with current trends and reflect on their own practice to find ways to improve and better meet the needs of students.
(PRO.2) Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning	*Not part of the observation measure*	Effective teachers do not work in isolation. Rather, they understand it takes many people, working together, to create a quality education for students, and that the best ideas are often inspired through collaboration and sharing with others. They reach out to those in the school and community who can augment programs and learning opportunities.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Teacher who is willing to try new things • Sharing of effective teaching strategies learned through reading educational books/periodicals associated with teaching and/or content • Sharing of effective strategies learned through reading educational books/periodicals associated with teaching and/or content • Thoughtful completion of Evaluate Davis Self-Assessment to identify areas of concern in his/her classroom or teaching and seeks ways to improve • Attending school, district, and/or state-sponsored professional learning events • Engaging in graduate work or education for additional endorsements	• Teacher does not acknowledge problems in classroom • Teacher is unwilling to used digital/blended learning or technology • Teacher does not look for or engage in ways to learn and improve in profession • Teacher does not attend professional development related to teaching assignment • Teacher employs outdated, obsolete, or irrelevant methods, content, or instructional strategies
• Participating and engaging in collaborative groups (i.e., PLCs, data teams, etc.) which focus on improving student learning • Willingness to adjust/modify lesson plans and activities to achieve a collective mission and build a sense of community among teaching team • Regularly engaging in formal and informal conversations about teaching and learning with colleagues • Being visible and having a presence in parts of the building other than the classroom (office, faculty room, hallways, etc.) and using this time to build productive relationships with others • Supporting students and colleagues through attendance at school events such as games, concerts, dances, etc. • Collaborating well with parents through formal (parent-teacher conferencing, webpage) and informal methods (phone calls, email, etc.) to develop cordial and effective relationships to improve student learning • Ensuring grades are current and entered online frequently • Responding to communication from parents/guardians promptly • Collaborating with community to enhance educational opportunities and programs for students through guest speakers, project and service learning, volunteering and coaching, grants, etc.	• Teacher refuses to participate in or is unprepared for collaborative groups, PLC's, grade-level teams, data teams • Participation in collaborative groups is limited to planning activities such as programs, parties, or field trips • Classroom website is out of date or contains little useful information • Teacher does not keep grades up to date and/or feedback on student progress is vague or general • Teacher engages in backbiting, gossiping, etc., about staff, colleagues, administrators, students, and/or parents

INDICATOR	OBSERVATION ITEM	WHY IT IS IMPORTANT
PRO. 3 Approaches challenges and changes positively in a problem- solving manner	*Not part of the observation measure*	Teachers who are proactive, rather than reactionary, are an asset to any school; they help to identify ways to moderate difficulties associated with change and move forward in a positive way. It is necessary that educators respond efficiently and effectively to legislative changes and local decisions affecting our community and society. Teachers preoccupied with negativity take the focus of education off student learning and decrease the ability of others to move forward efficiently.
PRO. 4 Makes professional contributions to school, district, and school community	*Not part of the observation measure*	A quality educational experience for students requires professional contributions beyond the classroom including engagement in activities and processes that improve the educational system.

EVIDENCE I MIGHT SEE/HEAR	RED FLAGS
• Embracing and implementing initiatives from school and district administration • Seeking to improve and create effective and productive strategies and action steps for implementing change • Helping others focus on positive aspects of change or challenge facing their grade level, program, or school community • Using phrases such as, "I'm wondering if we could...," "What if we tried...," or "Something we might want to think about is..." • Expressing concerns to the appropriate people in the appropriate way with alternative positive suggestions for improving change process, program implementation, etc. • Engaging in morale building and boosting • Contributing to a positive culture and morale in the school	• Resists changes in school programs, policies, or requirements • Complains about initiatives, publicly or privately • Talks negatively about the change, the administration, or others involved in the change • Engages in arguments rather than positive, productive dialogue • Focuses on negative aspects of program or change, rather than imagining the possibilities • Uses phrases such as, "That won't work...," "We can't...," "There's no way...," etc.
• Fulfilling professional expectations outside of the classroom (e.g., assembly duty, hall monitoring, etc.) • Serving on school, district, and/or state level committees • Sharing educational expertise in school, district, state, and national presentations • Working with policy makers and the public as an advocate for students, school, community, and profession	• Teacher does not participate in the larger school community • Absent from school and district meetings

NOTES