Enhancing Professional Practice:
Overview of the Framework for Teaching

Domain 1
Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy
> Knowledge of Content and the Structure of the Discipline
> Knowledge of Prerequisite Relationships
> Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students
> Knowledge of Child and Adolescent Development
> Knowledge of the Learning Process
> Knowledge of Students' Skills, Knowledge, and Language Proficiency
> Knowledge of Students' Interests and Cultural Heritage
> Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes
> Value, Sequence, and Alignment
> Clarity
> Balance
> Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources
> Resources for Classroom Use
> Resources to Extend Content Knowledge and Pedagogy
> Resources for Students

e Designing Coherent Instruction
> Learning Activities
> Instructional Materials and Resources
> Instructional Groups
> Lesson and Unit Structure

f. Designing Student Assessment
> Congruence with Instructional Outcomes
> Criteria and Standards
> Design of Formative Assessments
> Use for planning

Domain 2
The Classroom Environment

a. Creating an Environment of Respect and Rapport
> Teacher Interaction with Students
> Student Interactions with One Another

b. Establishing a Culture for Learning
> Importance of the Content
> Expectations for Learning and Achievement
> Student Pride in Work

c. Managing Classroom Procedures
> Management of Instructional Groups
> Management of Transitions
> Management of Materials And Supplies
> Performance of Non-Instructional Duties
> Supervision of Volunteers And Paraprofessionals

d. Managing Student Behavior
> Expectations
> Monitoring of Student Behavior
> Response to Student Misbehavior

e. Organizing Physical Space
> Safety and Accessibility
> Arrangement of Furniture and Use of Physical Resources.

Domain 4
Professional Responsibilities

a. Reflecting on Teaching
> Accuracy
> Use in Future Teaching

b. Maintaining Accurate Records
> Student Completion of Assignments
> Student Progress in Learning
> Non-instructional Records

c. Communicating with Families
> Information About the Instructional Program
> Information About Individual Students
> Engagement of Families in the Instructional Program

d. Participating in a Professional Community
> Relationships with Colleagues
> Involvement in a Culture of Professional Inquiry
> Service to the School
> Participation in School and District Projects

e. Growing and Developing Professionally
> Enhancement of Content Knowledge and Pedagogical Skill
> Receptivity to Feedback from Colleagues
> Service to the Profession

f. Demonstrating Professionalism
> Integrity And Ethical Conduct
> Service To Students
> Advocacy
> Decision Making
> Compliance with School and District Regulations

Domain 3
Instruction

a. Communicating with Students
> Expectations for Learning
> Directions and Procedures
> Explanations of Content
> Use of Oral and Written Language

b. Using Questioning and Discussion Techniques
> Quality of Questions
> Discussion Techniques
> Student Participation

c. Engaging Students in Learning
> Activities and Assignments
> Grouping of Students
> Instructional Materials and Resources
> Structure and Pacing

d. Using Assessment in Instruction
> Assessment Criteria
> Monitoring of Student Learning
> Feedback to Students
> Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
> Lesson Adjustment
> Response to Students
> Persistence

DOMAIN_____:_____

Why is this domain important?

How is evidence for this domain documented?

How might lack of skill in this domain affect the other domains?

Which component/s in this domain might beginning teachers find particularly difficult?

DOMAIN SUMMARIES

Directions: Use the area below to take notes on the presentations of others at your table.

DOMAIN ONE: Planning and Preparation

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DOMAIN TWO: Classroom Environment

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DOMAIN THREE: Instruction

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DOMAIN FOUR: Professional Responsibilities

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DOMAIN 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 1: The Knowing Components

1a: Knowledge of Content and Pedagogy

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

Indicators include:
- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Inter-disciplinary connections in plans and practice 1

1b: Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.

Indicators include:
- Teacher gathers formal and informal information about students for use it planning instruction
- Teacher learns student interests and needs for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Database of students with special needs

1d: Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students.

Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

Indicators include:
- District provided materials
- Range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teacher continuing professional education courses or professional groups
- Community resources

Domain 1: The Doing Components

1c: Setting Instructional Outcomes

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

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

Indicators include:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity.
- Outcomes central to the discipline and related to those in other disciplines
- Permit assessment of student attainment.
- Differentiated for students of varied ability

1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

Indicators include:
- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan

1f: Designing Student Assessments

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.

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

DOMAIN 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interactions with other students

Component 2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Component 2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport
An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. Indicators include:
- Respectful talk and turn taking
- Respect for students' background and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

2b: Establishing a Culture for Learning
"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work. Indicators include:
- Belief in the value of the work
- Expectations are high and supported through both verbal and nonverbal behaviors
- Quality is expected and recognized
- Effort and persistence are expected and recognized
- Confidence in ability is evidenced by teacher and students language and behaviors
- Expectation for all students to participate

2c: Managing Classroom Procedures
A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." Indicators include:
- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

2d: Managing Student Behavior
In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. Indicators include:
- Clear standards of conduct posted and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

2e: Organizing Physical Space
The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology. Indicators include:
- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

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DOMAIN 3: Instruction

Component 3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

DOMAIN 3: Instruction

3a: Communicating with Students

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

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

3b: Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz". Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

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

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Indicators include:

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

3c: Engaging Students in Learning

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

A lesson in which students are engaged usually has a discernible structure: a beginning, middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge,

and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Indicators include:
• Activities aligned with the goals of the lesson
• Student enthusiasm, interest, thinking, problem-solving, etc
• Learning tasks that require high-level student thinking and are aligned with lesson objectives
• Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
• Students actively "working," rather than watching while their teacher "works."
• Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3d: Using Assessment in Instruction

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

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen

carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. Indicators include:
• Teacher paying close attention to evidence of student understanding
• Teacher posing specifically-created questions to elicit evidence of student understanding
• Teacher circulating to monitor student learning and to offer feedback
• Students assessing their own work against established criteria

3e: Demonstrating Flexibility and Responsiveness

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Indicators include:
• Incorporation of student interests and events of the day into a lesson
• Visible adjustment in the face of student lack of understanding
• Teacher seizing on a "teachable moment"

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

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

Indicators include:
• Accurate reflections on a lesson.
• Citations of adjustments to practice, drawing on a repertoire of strategies.

4b: Maintaining Accurate Records

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

Indicators include:
• Routines and systems that track student completion of assignments.
• Systems of information regarding student progress against instructional outcomes
• Processes of maintaining accurate non-instructional records.

4c: Communicating with Families

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

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

4d: Participating in a Professional Community

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

Indicators include:
- Regular teacher participation with colleagues to share and plan for student success.
- Regular teacher participation in professional courses or communities that emphasize improving practice.
- Regular teacher participation in school initiatives.
- Regular teacher participation and support of community initiatives.

4e: Growing and Developing Professionally

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

Indicators include:
- Frequent teacher attendance in courses and workshops; regular academic reading.
- Participation in learning networks with colleagues; feedback freely shared
- Participation in professional organizations supporting academic inquiry.

4f: Showing Professionalism

Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

Indicators include:
- Teacher has a reputation as someone who can be trusted and is often sought as a sounding board.
- During committee or planning work, teacher frequently reminds participants that the students are the utmost priority.
- Teacher will support students, even in the face of difficult situations or conflicting policies.
- Teachers challenge existing practice in order to put students first.
- Teacher consistently fulfills school district mandates regarding policies and procedures.

Considering Bias

Appearance	Quiet Classroom
Effort/Work Ethic	Hygiene
Gender	Age
Personality	Classroom Appearance
Organization of Instruction	Race/Ethnicity

Interview Protocol for a Pre-observation (Planning) Conference

Questions for discussion:

1. To which part of your curriculum does this lesson relate?

2. How does this lesson "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets of other materials the students will be using.

6. How will you differentiate instruction for individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Shift from Traditional to
Learning Focused Supervision

Processes and procedures are focused on administrative convenience.	Process is focused on teacher growth to meet student needs.
Administrator and teacher on separate planes.	Administrator & teacher are "in it together".
"Gotcha" system.	Presumption of competence and continued professional growth for the experienced teacher and a spirit of support and assistance for the novice teacher.
Administrator directs and takes responsibility for process. Teacher has a passive role.	Teacher takes responsibility for professional and personal growth.
System is focused on snapshots of teacher performance.	System is focused on teacher reflection, growth over time, and impact on student performance.
Separate from professional development and school improvement.	Embedded in an overall process for improving student learning.

REFLECTION

New learning? "Aha" moment?
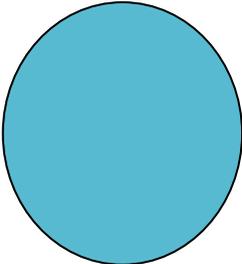
Questions/Concerns circling in your mind?

What are your next steps?