



## **Noblesville Schools**

# **Professional Growth and Evaluation Program**

"Both measurement and development are important aspects of teacher evaluation. . . . These distinctions are crucial to the effective design and implementation of current and future teacher evaluation systems" (Marzano, 2012).

### **Introduction**

The Professional Growth and Evaluation Program (PGEP) has been designed to both measure and develop teaching performance. Instruments and processes have been established to facilitate these dual purposes, and are used in different ways dependent upon an educator's status within the district (probationary versus professional/established), years of experience, and past levels of effectiveness, to provide an Annual Effectiveness Rating.

The PGEP was developed collaboratively by a Professional Growth and Performance Evaluation Study Council (PGPESC) composed of teachers and administrators representing all district schools. The process began with study and discussion of research and best practice regarding professional evaluation, as well as application of an interest-based problem solving process centered on professional evaluation. These activities resulted in identification of shared interests and options for a revised professional evaluation program. Shared interests and options support the PGPESC Guiding Principles, listed below and used to steer development of the PGEP.

### **Guiding Principles**

The Noblesville Schools Professional Growth and Evaluation Program:

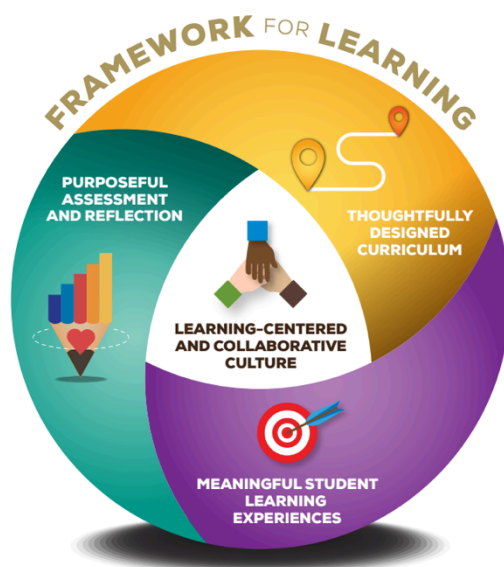
- provides opportunities to improve teacher performance in order to increase student learning.
- values and promotes a growth mindset, risk taking, and professional learning.
- requires self-reflection and individual goal setting that aligns with and supports performance standards, school and district goals, and the NS Framework for Learning.
- promotes a culture of collaboration among teachers and administrators through communication during all phases-formative and summative-of the growth and performance evaluation process.
- recognizes differences in teacher experience and performance, and provides differentiated pathways for continuous growth and performance evaluation based upon these factors (probationary versus established, effective versus highly effective).
- allows for flexible timing and nature of observations to best support individual teacher goals and growth.

- honors and considers the value of multiple measures of performance, such as:
  - multiple observation formats, including peer observation and video observation.
  - reflection and goal setting.
  - teacher portfolios.
  - student portfolios.
  - student growth and performance data.
- includes provisions that:
  - define clear performance standards for teacher quality in Noblesville Schools.
  - use a developmental scale that more clearly illustrates how teachers can continuously improve their performance.
  - allow teachers to assess their own performance and choose goals that are personal, meaningful, challenging, and measurable, and are aligned with performance standards, school and district goals, and the NS Framework for Learning.
  - provide observers the opportunity to give meaningful, actionable feedback to teachers through a collaborative, coaching format that connects with individual teacher goals and the performance standards.
  - serve to both develop (formatively) and measure (summatively) teacher performance.
- complies with state law, including:
  - annual evaluation resulting in one of four designations: highly effective, effective, improvement necessary, ineffective.
  - recommendations for improvement, and remediation plans for teachers rated improvement necessary or ineffective.

## **Noblesville Schools Framework for Learning**

This PGEP reflects the Guiding Principles listed above and supports the Noblesville Schools Framework for Learning, which comprises four essential areas:

- Learning-Centered and Collaborative Culture
- Meaningful Student Learning Experiences
- Thoughtfully Designed Curriculum
- Purposeful Assessment and Reflection



The four essential areas of the Noblesville Schools Framework for Learning advance the mission and vision of the district:

- Our Mission: Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.
- Our Vision: Students are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.

In summary, this PGEP has been carefully designed to reflect research-based and collaboratively developed Guiding Principles, while supporting and reinforcing the Noblesville Schools Mission, Vision, and Framework for Learning. Coherence among these foundational documents promotes clarity and focus in district functions. The PGEP promotes student learning by providing a sound basis for formative development and summative evaluation of teacher performance.

## **Standards of Professional Practice, Strategies for High Quality Performance, and Developmental Scale**

The Noblesville Schools Standards of Professional Practice (SPP) are based on the research of Robert Marzano as published in *The New Art and Science of Teaching* (Bloomington, Solution Tree, 2017). The elements of effective teaching establish expectations for teaching in the district and are categorized according to the Noblesville Schools Framework for Learning. These Standards of Professional Practice are listed below and defined in Appendix B.

### **Domain 1: Learning Centered and Collaborative Culture**

#### ***Building Relationships:***

Building relationships  
Establishing and maintaining a positive learning environment

#### ***Communicating High Expectations:***

Communicating high expectations

### **Domain 2: Meaningful Student Learning Experiences**

#### ***Conducting Lessons:***

Chunking content  
Processing content  
Recording and representing content  
Using structured practice sessions  
Examining similarities and differences  
Examining errors in reasoning  
Engaging students in cognitively complex tasks  
Providing resources and guidance  
Generating and defending claims  
Promoting transfer of learning to new or authentic situations, problems, or audiences

#### ***Using Strategies that Appear in All Types of Lessons:***

Previewing strategies  
Highlighting critical information  
Reviewing content, revising knowledge, and reflecting on learning  
Assigning purposeful homework  
Elaborating on information  
Organizing students to interact  
Using data to set expectations and differentiate instruction

#### ***Using Engagement Strategies:***

Motivating and inspiring students  
Monitoring and responding to student engagement  
Pacing and energizing  
Engaging students intellectually

### **Domain 3: Thoughtfully Designed Curriculum/Purposeful Assessment and Reflection**

#### ***Providing and Communicating Clear Learning Goals:***

Creating and conducting units based upon standards and goals  
Providing rubrics, scales, or other performance descriptors  
Tracking student progress

#### ***Using Assessments:***

Using informal (formative) assessments to plan or adjust instruction  
Using formal (summative) assessments to determine student mastery of unit content and skills

### **Domain 4: Best Practices for Professionalism Adhering to school and district policies and procedures**

Implementing programs or initiatives for diversity, equity, and inclusion  
Promoting parent involvement in student learning  
Maintaining expertise in content and pedagogy  
Providing leadership  
Using available resources effectively

Sample strategies for high quality teaching performance also incorporate information from *The New Art and Science of Teaching*. These strategies, found in Appendix C, provide suggestions for excellence in the Standards of Professional Practice.

The Developmental Scale describes three levels of performance. It is applied to the Standards of Professional Practice to rate teacher effectiveness through a self-audit, observation, and summative evaluation.

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Enhancing</b>  | Teacher uses strategies associated with the standard correctly and in a manner that yields desired results and behaviors. |
| <b>Applying</b>   | Teacher uses strategies associated with the standard correctly.                                                           |
| <b>Developing</b> | Teacher uses strategies associated with the standard but uses them incorrectly or with parts missing.                     |

### Professional Growth Process

- A Professional or Established teacher with an Annual Effectiveness Rating (AER) of Highly Effective or Effective will collaborate to identify an area for the teacher's professional growth, actions to promote growth, and evidence to reflect that growth. Appendix D outlines this process.
- Near the start of the school year, the teacher uses the Standards of Professional Practice and Developmental Scale to complete a self-audit to identify areas in which professional growth will affect student learning.
- Evidence focused on the teacher's professional growth goal is gathered as agreed upon by the teacher and evaluator. Evidence may involve direct, video, or peer observation; teacher and/or student portfolios; student data; journals and reflections; or other sources of information.
- The purpose, focus, conduct, timing, number, and duration of observations focused on the teacher's professional growth area are based upon quality rather than quantity and are collaboratively determined by the teacher and evaluator.

### Provisions of the Professional Growth and Evaluation Program

#### *Observations, Feedback, and Evaluations*

- [Standard for Success](#) (SFS) is the digital platform used to complete all components of the PGEP annually. This includes the Professional Growth Process and observations (when required), and the annual summative evaluation. Certified staff are able to access SFS at any time to review personal observation reports, share feedback and teaching artifacts with the evaluator, and review and acknowledge summative evaluations at the end of each school year.
- Minimum requirements for observations, observation conferences, effectiveness ratings, and improvement plans differ according to a teacher's years with Noblesville Schools and

previous effectiveness ratings. At the start of the school year, SFS will provide each teacher a personalized checklist of required PGEP items based upon these unique individualized factors. A summary of each category and its associated checklist is provided in Appendix A.

- Written narrative feedback related to Standards of Professional Practice (SPP) will be provided via SFS within five school days of an observation conducted to fulfill requirements of this plan. Either the teacher or administrator may request a conference before or after any observation.
- Building and district administrators are responsible for evaluating teachers. Others, such as department chairpersons and coordinators, may observe and provide feedback to teachers, and advise administrators regarding teacher evaluations.
- Evaluations will be based on the SPPs appropriate for the teacher's responsibilities.
- A written evaluation including an AER will be provided to the teacher via SFS at least one week before the final student day of the school year. Either the teacher or administrator may request an evaluation conference.
- Highly Effective Professional and Established teachers will retain their Highly Effective rating for two years, during which they collaborate with their evaluators to gather evidence of their performance related to standard(s) identified in their Professional Growth Process (PGP). In these years their HE rating will be confirmed in SFS. In the third year, in addition to their PGP activities, these teachers will be observed and all SPPs will be considered in the determination of a new or re-established AER.
- At any time, the teacher may discuss an AER with the evaluator and building principal if they are not the primary evaluator. A teacher may provide, and the administrator may request additional information for the administrator's consideration.
- A teacher who receives an AER of Ineffective or Improvement Necessary may request a private meeting with the superintendent by completing the Teacher's Comment Form (Appendix E). This completed form must be submitted to the building principal within five school days of the teacher's evaluation conference with their evaluator.
- Before requesting a meeting with the superintendent to discuss an AER, a teacher must discuss concerns with the building principal.
- A teacher must teach at least 90 days or one semester to have an AER for that school year. In this situation the teacher's most recent AER will remain in effect until a new rating is established.

### *Performance Improvement*

- A Professional Improvement Plan (PIP) of at least 30 but no more than 90 school days in duration will be developed for any teacher rated as Ineffective or Improvement Necessary on the AER. A PIP will be in effect for at least thirty days before a determination is made regarding a teacher's continued employment. Relevant professional development used for license renewal credits must form part of the PIP action plan. The PIP form appears in Appendix F.

- If at any time a teacher's performance causes serious concern, the administration will discuss the concern with the teacher (and representative as appropriate) to address it in a plan that identifies the areas of concern, goals, timeline, and steps intended to improve, monitor, and resolve the concern.

#### *General Provisions*

- All certified staff, including but not limited to teachers, administrators, counselors, principals, Educational Services Center administrators, and superintendent, will be evaluated annually. The term *teacher* throughout this document may refer to any certified staff member.
- The Noblesville Schools Professional Growth and Evaluation Program for all certified staff members is in writing.
- The Professional Growth and Evaluation Program for teachers is:
  - provided to all teachers with explanations or directions for obtaining answers and clarifications.
  - presented to teachers new to Noblesville Schools as part of new teacher orientation activities.
- Evaluators are trained in evaluation documents, procedures, implementation of evaluation plan provisions, and giving effective feedback.
- Building principals will maintain a list of students who were instructed by a teacher who is rated as Ineffective. They will ensure that those students are not instructed by two consecutive teachers in the school district who have been rated as Ineffective, sharing the class list with other building principals in the district if needed. If it is impossible to avoid instruction by two consecutive Ineffective teachers within the district, the building principal of the first Ineffective teacher will inform the students' parents of the situation by letter.
- The fairness, consistency, and objectivity of this Professional Growth and Evaluation Program will be monitored through analysis of the distribution of teacher ratings, review of evaluations to note trends and inconsistencies, and continued discussion.
- Evaluation of principals, assistant principals, deans of students, and district-level certified staff, including the superintendent, are conducted through a process emphasizing professional standards and growth similar to the plan for teachers.

## Annual Effectiveness Rating

- The state-mandated annual rating of Highly Effective, Effective, Improvement Necessary, or Ineffective is determined by the quantity and quality of Standards of Professional Practice in each Domain for which the evaluator has evidence through direct observation or other methods of gathering information.
- Evaluators will holistically rate each Domain using the AER rubric below (NOTE: the term “most” in the AER means at least one more than half):

| Ineffective (1)                                                                                                                              | Improvement Necessary (2)                                                                                                                     | Effective (3)                                                                                                                                         | Highly Effective (4)                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Most of the SPPs in this Domain have not been observed, and or all of those observed are at the Developing level on the Developmental Scale. | Most of the SPPs in this Domain have not been observed, and/or most of those observed are at the Developing level on the Developmental Scale. | Most of the SPPs in this Domain have been observed, and most of those observed are at the Enhancing and/or Applying level on the Developmental Scale. | Most of the SPPs in this Domain have been observed, and most of those observed are at the Enhancing level on the Developmental Scale. |

- The holistic ratings of the Domains in the Teacher Effectiveness Rubrics will be weighted as follows:
  - Domain 1: Learning Centered and Collaborative Culture (20%)
  - Domain 2: Meaningful Student Learning Experiences (60%)
  - Domain 3: Thoughtfully Designed Curriculum/Purposeful Assessment and Reflection (10%)
  - Domain 4: Best Practices for Professionalism (10%)
- Using these weights and the domain ratings, the evaluator will calculate an overall Annual Effectiveness Rating, which will be carried out to two decimal places.
- The AER will determine the teacher’s overall performance category according to the scale below. Note that: 1.75 = Improvement Necessary, 2.50 = Effective, and 3.50 = Highly Effective.

|             |                       |           |                  |
|-------------|-----------------------|-----------|------------------|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| 1.00        | 1.75                  | 2.50      | 3.50             |
|             |                       |           | 4.00             |

## Appendix A

### Professional Growth and Evaluation Program Categories and SFS Checklists

Minimum requirements for professional growth plans, observations, conferences, effectiveness ratings, and improvement plans differ according to a teacher's years with Noblesville Schools and previous annual effectiveness rating. An overview is provided below.

|                                                                                                                                                                                                                        | Highly Effective                                                                                          | Effective | Improvement Necessary                                                                                                                                                                | Ineffective                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Probationary</b><br>Teacher new to NS after 6/30/11                                                                                                                                                                 | When rated Highly Effective or Effective three of five years, teachers move to the Professional category. |           | Two consecutive may lead to dismissal.                                                                                                                                               | May be dismissed                                                                                                                                                                                                                                                                                                             |
| <b>Professional</b><br>Teacher new to NS after 6/30/11 and rated HE or E three of five years<br><br><b>Established</b><br>Teacher employed by NS in the 2010-11 SY with continued employment in 2011-12 and thereafter | Remains in the Professional or Established category.                                                      |           | Remains in the Professional or Established category. Any combination of three Improvement Necessary or Ineffective ratings within five years may lead to dismissal for incompetence. | Professional: moves back to Probationary after one ineffective rating.<br><br>Established: remains at the Established level. Any combination of three Improvement Necessary or Ineffective ratings within five years may lead to dismissal for incompetence. Two consecutive Ineffective ratings may also lead to dismissal. |

| Standard for Success Checklists                              |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Checklist Title                                              | Checklist Items                                                                                                                                                                                                                                                                     |
| <b>Probationary<br/>NS Year 1, 0 Years Prior Experience</b>  | <ul style="list-style-type: none"> <li>At least 4 observations/year, 2/semester at least 10 minutes long, at least 80 minutes total/semester</li> <li>At least 1 post observation conference</li> <li>Annual Effectiveness Rating</li> </ul>                                        |
| <b>Probationary<br/>NS Year 1, 1+ Years Prior Experience</b> | <ul style="list-style-type: none"> <li>At least 4 observations/year, 2/semester at least 10 minutes long, at least 60 minutes total/semester</li> <li>At least 1 post observation conference</li> <li>Annual Effectiveness Rating</li> </ul>                                        |
| <b>Probationary<br/>NS Year 2, HE or E</b>                   | <ul style="list-style-type: none"> <li>At least 4 observations/year, 2/semester at least 10 minutes long, at least 60 minutes total/semester</li> <li>Annual Effectiveness Rating</li> </ul>                                                                                        |
| <b>Probationary<br/>NS Year 3, HE or E</b>                   | <ul style="list-style-type: none"> <li>At least 4 observations/year, 2/semester at least 10 minutes long, at least 60 minutes total/semester</li> <li>Annual Effectiveness Rating</li> </ul>                                                                                        |
| <b>Probationary<br/>NS Year 2–5, IN or I</b>                 | <ul style="list-style-type: none"> <li>Professional Improvement Plan</li> <li>At least 4 observations/year, 2/semester at least 10 minutes long, at least 80 minutes total/semester</li> <li>At least 1 post observation conference</li> <li>Annual Effectiveness Rating</li> </ul> |
| <b>Professional/Established<br/>E</b>                        | <ul style="list-style-type: none"> <li>Self-assessment</li> <li>Focused Professional Growth Plan</li> <li>At least 2 observations/year, 1 observation/semester at least 10 minutes long, at least 30 minutes total/year</li> <li>Annual Effectiveness Rating</li> </ul>             |
| <b>Professional/Established<br/>HE Year 1</b>                | <ul style="list-style-type: none"> <li>Self-assessment</li> <li>Focused Professional Growth Plan</li> <li>Annual Effectiveness Rating (previous HE rating carries forward)</li> </ul>                                                                                               |
| <b>Professional/Established<br/>HE Year 2</b>                | <ul style="list-style-type: none"> <li>Self-assessment</li> <li>Focused Professional Growth Plan</li> <li>Annual Effectiveness Rating (previous HE rating carries forward)</li> </ul>                                                                                               |
| <b>Professional/Established<br/>HE Year 3</b>                | <ul style="list-style-type: none"> <li>Self-assessment</li> <li>Focused Professional Growth Plan</li> <li>At least 2 observations/year, 1 observation/semester at least 10 minutes long, at least 30 minutes total/year</li> <li>Annual Effectiveness Rating (new)</li> </ul>       |

|                                             |                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional/Established<br/>IN or I</b> | <ul style="list-style-type: none"><li>• Professional Improvement Plan</li><li>• At least 4 observations/year, 2 observation/semester at least 10 minutes long, at least 80 minutes total/semester</li><li>• At least 1 post observation conference</li><li>• Annual Effectiveness Rating</li></ul> |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix B

### Professional Growth and Evaluation Program

### Teacher Standards of Professional Practice

Note: Standards of Professional Practice for other certified groups including counselors, school social workers, special education teachers, speech language pathologists, school psychologists, early childhood assessment team members, ML/EL collaborative teachers, ML/EL instructors, instructional coaches, learning specialists, library media specialists, occupational therapists, physical and therapists are not listed in this Appendix but are included and reflected through individual accounts in SFS relative to each individual's certified assignment.

| Domain 1: Learning-Centered and Collaborative Culture            |                                                                                                                                                                                          |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Building Relationships</i>                                    |                                                                                                                                                                                          |
| 1.1 Building relationships                                       | Intentional steps are taken to learn about students as individuals and use this knowledge to promote learning.                                                                           |
| 1.2 Establishing and maintaining a positive learning environment | The physical and emotional environment, as well as class rules and routines, promote achievement.                                                                                        |
| <i>Communicating High Expectations</i>                           |                                                                                                                                                                                          |
| 1.3 Communicating high expectations                              | The teacher demonstrates and acts on a belief that all students can learn.                                                                                                               |
| Domain 2: Meaningful Student Learning Experiences                |                                                                                                                                                                                          |
| <i>Conducting Lessons</i>                                        |                                                                                                                                                                                          |
| 2.1 Chunking content                                             | The teacher divides learning into manageable units.                                                                                                                                      |
| 2.2 Processing content                                           | Lesson activities promote student understanding through discussing, explaining, considering various perspectives, comparing and contrasting, summarizing, and other thinking strategies. |
| 2.3 Recording and representing content                           | Students take notes in words, pictures, graphic organizers, or actions.                                                                                                                  |
| 2.4 Using structured practice sessions                           | The teacher provides opportunities for students to rehearse skills and knowledge, and monitors their actions.                                                                            |
| 2.5 Examining similarities and differences                       | Lesson activities lead students to identify ways in which things differ or are the same.                                                                                                 |
| 2.6 Examining errors in reasoning                                | Students evaluate claims, logic, and evidence.                                                                                                                                           |
| 2.7 Engaging students in cognitively complex tasks               | Learning activities involve thinking skills beyond simple recall and comprehension.                                                                                                      |

|                                                                                            |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.8 Providing resources and guidance                                                       | The teacher supplies necessary resources, including physical items and intellectual content.                                                      |
| 2.9 Generating and defending claims                                                        | Students are required to make and support claims.                                                                                                 |
| 2.10 Promoting transfer of learning to new or authentic situations, problems, or audiences | Activities ask students to apply their learning in ways that are different from previous class work.                                              |
| <i>Using Strategies that Appear in All Types of Lessons</i>                                |                                                                                                                                                   |
| 2.11 Previewing strategies                                                                 | The teacher introduces and generates interest in a lesson's content.                                                                              |
| 2.12 Highlighting critical information                                                     | Lesson activities focus on the most important content (skills and knowledge).                                                                     |
| 2.13 Reviewing content, revising knowledge, and reflecting on learning                     | Lesson activities prompt students to recall, demonstrate, use, review, evaluate, or reflect on their learning.                                    |
| 2.14 Assigning purposeful homework                                                         | Activities assigned for completion outside of class are integral to the lesson and appropriate to the skill, concept, or student needs.           |
| 2.15 Elaborating on information                                                            | Questioning strategies cause students to explain or expand upon their answers.                                                                    |
| 2.16 Organizing students to interact                                                       | The teacher groups students for specific purposes, instructs them in appropriate roles and activities, and facilitates productive learning tasks. |
| 2.17 Using data to set expectations and differentiate instruction                          | Data reveals students' strengths and needs, and instruction is modified accordingly.                                                              |
| <i>Using Engagement Strategies</i>                                                         |                                                                                                                                                   |
| 2.18 Motivating and inspiring students                                                     | Lessons include goal setting, growth mindset, student choice, imagination, mindfulness, or other methods of inspiring growth and achievement.     |
| 2.19 Monitoring and responding to student engagement                                       | Lesson activities involve students intellectually and/or physically.                                                                              |
| 2.20 Pacing and energizing                                                                 | The teacher activates student interest and adjusts pacing and activities to maintain it.                                                          |
| 2.21 Engaging students intellectually                                                      | Lesson activities provoke active thought.                                                                                                         |

| Domain 3: Thoughtfully Designed Curriculum and Purposeful Assessment and Reflection |                                                                                                                                                        |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Providing and Communicating Clear Learning Goals</i>                             |                                                                                                                                                        |
| 3.1 Creating and conducting units based upon standards and goals                    | While developing units and lessons, the teacher relies on standards, curriculum maps, current student performance, assessments of learning, and goals. |
| 3.2 Providing rubrics, scales, or other performance descriptors                     | Students know the lesson's or unit's learning goals and characteristics of different levels of performance.                                            |

|                                                                                                  |                                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 3.3 Tracking student progress                                                                    | The teacher determines student levels of performance and monitors their progress.                                  |
| <i>Using Assessments</i>                                                                         |                                                                                                                    |
| 3.4 Using informal (formative) assessments to plan or adjust instruction                         | Student skills and knowledge are evaluated before and during instruction, and activities are modified accordingly. |
| 3.5 Using formal (summative) assessments to determine student mastery of unit content and skills | Student skills and knowledge are evaluated after instruction.                                                      |
| Domain 4: Best Practices for Professionalism                                                     |                                                                                                                    |
| 4.1 Adhering to school and district policies and procedures,                                     | The teacher complies with rules and meets expectations.                                                            |
| 4.2 Implementing programs or initiatives for diversity, equity, and inclusion                    | The teacher implements programs or initiatives for diversity, equity, and inclusion.                               |
| 4.3 Promoting parent involvement in student learning                                             | The teacher communicates effectively with parents and promotes their involvement in student learning.              |
| 4.4 Maintaining expertise in content and pedagogy                                                | The teacher takes steps to grow professionally.                                                                    |
| 4.5 Providing leadership                                                                         | The teacher contributes positively to school activities, operations, and/or culture.                               |
| 4.6 Using available resources effectively                                                        | In preparation for a lesson, the teacher identifies, seeks, and uses appropriate resources.                        |

# Appendix C

## Professional Growth and Evaluation Program

### Sample Strategies for High Quality Teaching Performance

### Teacher

Note: Sample Strategies for other certified groups including counselors, school social workers, special education teachers, speech language pathologists, school psychologists, early childhood assessment team members, ML/EL collaborative teachers, ML/EL instructors, instructional coaches, learning specialists, library media specialists, occupational therapists, physical and therapists are not listed in this Appendix but are provided and also reflected through individual accounts in SFS relative to each individual's certified assignment.

| Domain 1: Learning-Centered and Collaborative Culture |                                                                                           | Marzano Element    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------|
| 1.1                                                   | Building Relationships                                                                    | 31, 38, 39, 40     |
| 1.2                                                   | Establishing and maintaining a Positive Learning Environment                              | 33, 34, 35, 36, 37 |
| 1.3                                                   | Communicating High Expectations                                                           | 41, 42, 43         |
| Domain 2: Meaningful Student Learning Experiences     |                                                                                           |                    |
| 2.1                                                   | Chunking Content                                                                          | 6                  |
| 2.2                                                   | Processing Content                                                                        | 7                  |
| 2.3                                                   | Recording and Representing Content                                                        | 8                  |
| 2.4                                                   | Using Structured Practice Sessions                                                        | 9                  |
| 2.5                                                   | Examining Similarities and Differences                                                    | 10                 |
| 2.6                                                   | Examining Errors in Reasoning                                                             | 11                 |
| 2.7                                                   | Engaging Students in Cognitively Complex Tasks                                            | 12                 |
| 2.8                                                   | Providing Resources and Guidance                                                          | 13                 |
| 2.9                                                   | Generating and Defending Claims                                                           | 14                 |
| 2.10                                                  | Promoting Transfer of Learning to New or Authentic Situations, Problems, or Audiences     | NA                 |
| 2.11                                                  | Previewing Strategies                                                                     | 15                 |
| 2.12                                                  | Highlighting Critical Information                                                         | 16                 |
| 2.13                                                  | Reviewing Content, Revising Knowledge, and Reflecting on Learning                         | 17, 18, 19         |
| 2.14                                                  | Assigning Purposeful Homework                                                             | 20                 |
| 2.15                                                  | Elaborating on Information                                                                | 21                 |
| 2.16                                                  | Organizing Students to Interact                                                           | 22                 |
| 2.17                                                  | Using Data to Set Expectations and Differentiate Instruction                              | NA                 |
| 2.18                                                  | Motivating and Inspiring Students                                                         | 28, 29, 30         |
| 2.19                                                  | Monitoring and Responding to Student Engagement                                           | 23, 24, 25         |
| 2.20                                                  | Pacing and Energizing                                                                     | 3                  |
| 2.21                                                  | Engaging Students Intellectually                                                          | 3, 26, 27          |
| Domain 3: Thoughtfully Designed Curriculum            |                                                                                           |                    |
| 3.1                                                   | Creating and Conducting Units Based on Standards and Goals                                | NA                 |
| 3.2                                                   | Providing Rubrics, Scales, or Other Performance Descriptors                               |                    |
| 3.3                                                   | Tracking Student Progress                                                                 |                    |
| 3.4                                                   | Using Informal (Formative) Assessments to Plan or Adjust Instruction                      | 4                  |
| 3.5                                                   | Using Formal Summative Assessments to Evaluate Student Mastery of Unit Content and Skills | 5                  |
| Domain 4: Best Practices for Professionalism          |                                                                                           |                    |
| 4.1                                                   | Adhering to School and District Policies and Procedures                                   | NA                 |
| 4.2                                                   | Implementing Programs or Initiatives for Diversity, Equity, and Inclusion                 |                    |

|     |                                                  |    |
|-----|--------------------------------------------------|----|
| 4.3 | Promoting Parent Involvement in Student Learning | NA |
| 4.4 | Maintaining Expertise in Content and Pedagogy    | NA |
| 4.5 | Providing Leadership                             | NA |
| 4.6 | Using Available Resources Effectively            |    |

### Domain 1: Learning-Centered and Collaborative Culture

| 1.1 Building Relationships                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Interest surveys                                                              | At the beginning of the school year or unit, the teacher administers an interest survey. Such surveys can cover a range of topics such as goals, personal or family history, existing knowledge about the content area, or class expectations and desires.                                                                                                                                                                                                                                                            |
| Student learning profiles                                                     | The teacher collects self-reported information from students about their preferred learning activities and styles (such as visual, auditory, kinesthetic, analytical, or practical), the circumstances and conditions under which they learn best, and ways in which they prefer to express themselves (for example, writing, oral communication, physical expression, artistic media, and others).                                                                                                                   |
| Life connections                                                              | The teacher plans instruction so that students have opportunities to identify and discuss links between the content they are studying and their own personal experiences, hobbies, and interests. Students look for and explain similarities and differences between their interests and experiences and the content using metaphors and analogies. The teacher seeks, respects, and uses differences in students' interests and backgrounds to enhance class culture and understanding of the content being studied. |
| Informal linkages during class discussion                                     | The teacher becomes familiar with students' interests and personal experiences. As the class discusses topics, the teacher relates the content to existing knowledge about students' lives. The teacher recognizes potentially sensitive topics and respects the privacy of students and families.                                                                                                                                                                                                                    |
| Greeting students at the classroom door                                       | At the beginning of a period, the teacher greets students at the door. The teacher uses students' first names when they enter to show that the teacher values them and is aware of when they are present. The teacher might also ask students how they are feeling and make positive comments about their learning or achievements.                                                                                                                                                                                   |
| Holding informal conferences                                                  | Informal conferences, unlike more formal academic conferences, allow teachers and students to chat without students projecting expectations onto the meeting. During informal conferences, a teacher might give compliments, ask for student opinions, mention student successes, and pass on positive comments from other teachers.                                                                                                                                                                                  |
| Attending after-school functions                                              | The teacher shows affection for and interest in students, particularly students who may feel alienated, by attending their after-school activities. If attending, the teacher lets the student know ahead of time and then makes an effort to connect with the student at the event, if possible.                                                                                                                                                                                                                     |
| Greeting students by name outside of school                                   | The teacher takes advantage of encounters with students or their parents outside of school hours in neighborhood venues such as the grocery store, movie theater, or shopping mall. When this occurs, the teacher greets students by name and interacts with a friendly demeanor.                                                                                                                                                                                                                                     |
| Giving students special responsibilities or leadership roles in the classroom | The teacher assigns students to specific tasks or responsibilities in the classroom. Specific tasks or responsibilities for students might include being a line leader on the way to lunch, taking care of a class pet, handing out materials, or collecting assignments. If a student's previous actions have warranted it, the teacher might give the student a leadership role in the classroom, which can further demonstrate that the teacher both cares for and trusts the student.                             |
| Scheduling interaction                                                        | The teacher creates a schedule that ensures regular interaction with each student by selecting a few students each day to seek out and talk to. The teacher might interact with students in the lunchroom, during breaks between classes, or right after school.                                                                                                                                                                                                                                                      |
| Creating a photo bulletin board                                               | The teacher creates a bulletin board that displays students' photos, personal goals, hobbies, interests, and other fun facts. The content of photo bulletin boards can change based on the unit or can highlight students who have performed well on assignments, shown dramatic improvement on a learning goal, or enacted classroom values outside of class. The teacher actively considers the implied messages that are sent to all school stakeholders through displays of student work or personal information. |
| Using physical behaviors                                                      | The teacher monitors his or her physical behaviors and gestures to ensure that they signal affection and encouragement for students. The teacher might use smiles and high-fives, for example, to communicate affection for students, while patting a student on the back or putting a hand on a student's shoulder to communicate interest or concern.                                                                                                                                                               |

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| Using humor                                                   | The teacher uses humor strategically. The teacher can use playful banter, jokes, or self-directed humor. The teacher might also use historical and popular sayings to make a point or incorporate cartoons, jokes, puns, and wordplay into instruction.                                                                                                                                                                                                                                                                                                                            |
| Student background surveys                                    | At the start of the school year or beginning of a course, the teacher gives a background questionnaire containing questions relevant to students' lives. The survey includes questions about students' academic interests (favorite and least favorite subject in school), personal interests (hobbies, sports, lessons, art, books, video games, movies, and television shows), dreams, fears, family members, and family activities (traditions, vacations, and gatherings). The use of this information respects differences in students' and families' backgrounds and values. |
| Opinion questionnaires                                        | The teacher uses opinion questionnaires, like student background surveys, to better understand students' perspectives and backgrounds. However, opinion questionnaires generally focus on relevant classroom topics. For example, a teacher might create an opinion questionnaire that asks students the degree to which the classroom content is interesting and relevant. The questionnaire might also subtly gauge students' feelings of competence related to specific tasks.                                                                                                  |
| Individual teacher-student conferences                        | The teacher schedules individual teacher-student conferences. In an individual teacher-student conference, the teacher covers both academic and nonacademic subjects to better understand the student.                                                                                                                                                                                                                                                                                                                                                                             |
| Parent-teacher conferences                                    | The teacher schedules parent-teacher conferences. During such conferences, the teacher identifies events of note, which might include family events or vacations and transition points for parents or siblings (such as births, deaths, graduations, marriages, divorces, or job changes).                                                                                                                                                                                                                                                                                         |
| School newspaper, newsletter, or bulletin                     | Many schools have publications, either for students or for parents, that showcase students' notable achievements. The teacher reads these publications to become aware of students' involvement in athletic events (such as track or swim meets; basketball, baseball, football, or other sports; and awards ceremonies), debates, club events, school performances, and volunteer activities.                                                                                                                                                                                     |
| Informal class interviews                                     | Informal class interviews occur when a teacher asks students to share information about what is happening at school or in their lives about which the teacher should be aware. The teacher asks specific questions that prompt students to talk about their lives. Before starting direct instruction on a Monday, for example, the teacher might ask the students to share what they did over the weekend. The teacher recognizes potentially sensitive topics and respects the privacy of students and families.                                                                 |
| Familiarity with student culture                              | The teacher talks with students and becomes familiar with popular cultural phenomena students are interested in. This may include popular music, movies, television shows, specific actors, singers, or bands.                                                                                                                                                                                                                                                                                                                                                                     |
| Autobiographical metaphors and analogies                      | The teacher has students construct metaphors that compare academic content with their own lives. This strategy provides a teacher with knowledge about students' backgrounds while simultaneously strengthening students' understanding of the content.                                                                                                                                                                                                                                                                                                                            |
| Six-word autobiographies                                      | The teacher has students write an autobiography in exactly six words, and the teacher leads a discussion in which students share and explain their autobiographies. The six-word autobiographies can be either a disparate list of six words (particularly for younger students) or a functioning sentence.                                                                                                                                                                                                                                                                        |
| Independent investigations                                    | The teacher has students research a topic of interest to them and then report back to the class about their findings. These investigations can relate to class content or be driven by students' nonacademic interests.                                                                                                                                                                                                                                                                                                                                                            |
| Quotes                                                        | The teacher asks students to collect quotes that they feel express their personality traits, interests, or aspirations. Then students share the quotes they find, which helps the teacher better understand students' personalities and interests.                                                                                                                                                                                                                                                                                                                                 |
| Comments about student achieve- merit or areas, Of importance | Once a teacher has some background knowledge about students' values and interests, he or she notices and comments on individual accomplishments and important events in their lives. In terms of individual accomplishments, a teacher might point out students' achievements in clubs or athletics, academic recognitions, artistic and dramatic accomplishments, or assignments done well.                                                                                                                                                                                       |
| Lineups                                                       | The teacher uses specific questions that ask students to line up or sit in groups in ways that reveal their likes, dislikes, and preferences. Questions can be playful and serve as a fun activity to get to know students' personalities, be academically oriented to help the teacher better understand students' learning preferences, or both.                                                                                                                                                                                                                                 |
| Individual student learning goals                             | The teacher asks students to identify something that interests them during instruction and create their own personalized learning goals during a unit. The teacher helps students connect their personalized learning goals to teacher-identified learning goals.                                                                                                                                                                                                                                                                                                                  |

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| Self-reflection               | The teacher self-reflects daily about consistency when enforcing the positive and negative consequences associated with the established rules and procedures. Questions the teacher might consider include Did I provide proper acknowledgement when students followed the rules and procedures? Did I use proper consequences when students did not follow rules and procedures? Did I take every opportunity today to provide positive and negative consequences for student behavior? Did my actions promote equitable learning experiences for all students? |
| Self-monitoring               | The teacher monitors his or her emotions in the classroom to avoid displaying counterproductive emotions such as anger, frustration, or hesitation. Before class each day, the teacher mentally reviews all of his or her students, noting those who might cause (or have) problems.                                                                                                                                                                                                                                                                             |
| Emotional triggers            | The teacher considers sources of stress and other emotional triggers that make it hard for him or her to maintain emotional objectivity. Such triggers might be personal events, certain times of the school year, or specific student or faculty behaviors that make the teacher feel a certain way. The teacher is aware of his or her own implicit biases, actively assesses emotions and behaviors for unfair assumptions, and seeks ways to avoid or counteract them.                                                                                       |
| Self-care                     | Self-care is the intentional actions or practices that an individual partakes in to ensure his or her physical, mental, or emotional health. To engage in self-care, the teacher identifies activities that he or she finds rewarding and healthy and engages in the activities as needed to mitigate negative feelings.                                                                                                                                                                                                                                         |
| Assertiveness                 | When interacting with students, a teacher may be assertive, passive, or aggressive. Ideally, a teacher should aim to be assertive—able to assert his or her own needs without ignoring or violating the rights of his or her students. As such, an assertive teacher navigates classroom relationships in a way that shows respect for students while still demonstrating that he or she has control.                                                                                                                                                            |
| A cool exterior               | The teacher maintains a cool exterior when dealing with conflicts in the classroom. Maintaining a cool exterior includes using assertive body language, self-monitoring facial expressions, speaking in a calm and respectful tone of voice, actively listening to reasonable explanations, and avoiding engagement with students who argue, deny, or blame others for their conduct.                                                                                                                                                                            |
| Active listening and speaking | The teacher listens to students without agreeing or disagreeing. The teacher focuses on what the student is saying and tries to understand the student's viewpoint. The teacher stays neutral in body posture, gesture, and facial expression.                                                                                                                                                                                                                                                                                                                   |
| Communication styles          | The teacher monitors his or her communication styles. Generally, communication styles fall into the following five categories: (1) assertive connector, (2) apathetic avoider, (3) junior therapist, (4) bulldozer, and (5) hider. The teacher becomes aware of various communication styles, determines the communication style he or she uses the most, and assesses how this style affects the relationships in the classroom.                                                                                                                                |
| Unique student needs          | Five types of students have unique needs that may challenge a teacher's ability to remain objective and in control: students who (1) are passive, (2) are aggressive, (3) have attention problems, (4) are perfectionistic, and (5) are socially inept. The teacher considers students in his or her classes and identifies who may have unique needs. Once the teacher identifies such students, he or she takes proactive steps in remaining objective and in control during interactions with these students.                                                 |

| 1.2 Establishing and Maintaining a Positive Learning Environment |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Strategy                                                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Using a small set of rules and procedures                        | Classroom rules and procedures are fundamental to building a productive learning community. The teacher prioritizes rules and procedures by restricting them to five to eight per class. Generally, a teacher should begin the year by establishing general classroom rules, then work toward procedures for more specific areas such as the beginning and end of the school day or period, transitions, and the efficient use of materials and equipment. |
| Explaining rules and procedures to students                      | At the beginning of the school year or term, the teacher takes time to explain each of the rules and why he or she chose them. The teacher and students make rules more explicit by creating procedures (how-to steps) for them. These how-to steps are often referred to as standard operating procedures, or SOPs.                                                                                                                                       |
| Generating rules and procedures with students                    | The teacher devotes class time to designing rules and procedures from the ground up. The teacher shifts responsibility to the entire class for crafting the classroom SOPs.                                                                                                                                                                                                                                                                                |
| Modifying rules and procedures with students                     | The teacher presents general rules to the class and asks students to operationalize them by coming up with specific behaviors or procedures for each rule. The teacher lists the student-generated procedures underneath each general rule and prominently posts them in the classroom for future reference.                                                                                                                                               |

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| Reviewing rules and procedures with students                          | Periodically, the teacher has students review rules and procedures. If students seem to systematically violate or ignore rules and procedures, the teacher calls the lapse to students' attention and reviews and models the rule or procedure as necessary.                                                                                                                                                                                                                                                                                                                                                           |
| Using the language of responsibility and statements of school beliefs | The teacher leads a discussion about concepts like freedom, equality, responsibility, diversity, inclusion, equity, implicit bias, threats, opinions, and rights. After introducing, defining, and discussing these and other relevant terms, the teacher uses the terms consistently to describe and discuss classroom behavior.                                                                                                                                                                                                                                                                                      |
| Posting rules around the room                                         | The teacher posts rules around the classroom as both a visual reminder for students and as a way to hold students accountable for their behavior. The teacher posts the general classroom rules in a prominent location where students can frequently and easily see them; rules and procedures for specific areas or activities should be posted near their relevant locations.                                                                                                                                                                                                                                       |
| Writing a class pledge or classroom constitution                      | The teacher initiates a classroom pledge. It is an informal contract--when students sign it, they are promising to follow the rules that the teacher and the class have set. Students should be directly involved in writing the class pledge or constitution based on the classroom rules and procedures.                                                                                                                                                                                                                                                                                                             |
| Using posters and graphics                                            | The teacher uses posters and graphics to display rules, procedures, and character traits. This helps students better remember them while simultaneously decorating the classroom. These posters and graphics emphasize the importance of specific rules and procedures or specific character traits important to proper classroom functioning (integrity, emotional control, and so on).                                                                                                                                                                                                                               |
| Establishing gestures and symbols                                     | Within the classroom, teachers and students need to communicate some messages frequently, such as "quiet down" or "I need help with this assignment." The teacher and students collaborate to establish gestures or symbols that communicate these common messages quickly and efficiently.                                                                                                                                                                                                                                                                                                                            |
| Modeling with vignettes and role playing                              | The teacher has students model rules and procedures through role playing. A teacher might divide the class into small groups and assign two groups to each classroom rule or procedure. One group would create a skit that demonstrates a non-example of a rule or procedure. The other group would act out correct adherence to the rule.                                                                                                                                                                                                                                                                             |
| Holding classroom meetings                                            | Classroom meetings are a time for students and the teacher to discuss how the classroom is functioning and identify how it might run more smoothly. The teacher and students bring up issues relative to classroom management, including rules and procedures. Students might raise issues for discussion verbally during this time, or the teacher might ask students to suggest issues beforehand or submit them in a suggestion box for discussion during classroom meetings.                                                                                                                                       |
| Implementing student self-assessment                                  | The teacher periodically asks students to assess their own level of adherence to classroom rules and procedures. To do so, the teacher simply presents students with rules or procedures and asks them to rate their adherence to those rules and procedures on a scale of 0 (not adhering) to 4 (exemplary adherence).                                                                                                                                                                                                                                                                                                |
| Designing classroom and hallway décor and special displays            | The teacher posts pictures, posters, and homelike touches or uses themes relevant to content, the season, or upcoming events to make the classroom feel friendly. The teacher aligns displays and decorations with learning goals and instructional priorities, so that they enforce the value and relevance of what students are learning. Décor related to current or historical events, holidays, noteworthy people, etc., is thoughtfully chosen for accuracy, representation of all relevant groups, and sensitivity to student diversity: ability, socioeconomic status, religion, race, ethnicity, gender, etc. |
| Displaying student work                                               | It is important for students to see themselves represented in the classroom. As such, the teacher considers how to display students' work within the classroom and how such displays reinforce learning. A teacher can either post the same assignment from all class members or post particularly noteworthy assignments from individual students. The teacher actively considers the implied messages that are sent to all school stakeholders through displays of student work.                                                                                                                                     |
| Ensuring accessibility of classroom materials                         | The teacher monitors physical and digital learning materials and ensures that students can easily access and organize them. The teacher considers the placement and organization of various classroom materials as well as the frequency of their use. Frequently used materials should be in a location that allows for easy access and should be organized and labeled in such a way that students can find what they need quickly and independently. Teachers can store less frequently used materials in a less accessible space, bringing them out or digitally linking them for students when necessary.         |
| Selecting inclusive classroom materials                               | Whenever possible, the teacher actively seeks, obtains, uses, and promotes classroom materials that represent or are created by persons of diverse groups: ability, socioeconomic status, religion, race, ethnicity, gender, etc.                                                                                                                                                                                                                                                                                                                                                                                      |
| Placing the teacher's desk or table                                   | The teacher considers desk placement and use during class time. Ideally, a teacher's desk placement allows him or her to monitor the class during seatwork and is easily accessible during whole-group                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                                     | instruction. The teacher maximizes class time spent instructing and monitoring students from locations throughout the room.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Placing student desks or tables                                                                     | The teacher considers how students may use desks during whole-class, small-group, and individual instruction. The arrangement of students' desks should allow students to hear directions, watch instruction, access necessary materials, and move quickly and safely around the classroom.                                                                                                                                                                                                                                                                                            |
| Planning areas for whole-group instruction                                                          | The teacher considers the ease of access to materials students frequently use during whole-group instruction, the teacher's ability to instruct and monitor the class, and students' ability to hear the teacher and see the board.                                                                                                                                                                                                                                                                                                                                                    |
| Planning areas for group work                                                                       | The teacher considers where small groups of students can meet and how easy this is considering student desk placement. The teacher also creates a space where he or she can meet with a small group of students while the rest of the class completes individual seatwork.                                                                                                                                                                                                                                                                                                             |
| Planning learning centers                                                                           | The teacher considers the location of learning centers. A learning center should be easy to monitor from all parts of the room and should be close to books, resources, and other materials that may be required to complete tasks at the center.                                                                                                                                                                                                                                                                                                                                      |
| Considering computers and technology equipment                                                      | Many classrooms have their own computer or computer stations to which students have access. When designing the physical layout of a classroom, the teacher considers the various technologies in his or her classroom, their purposes, and how students make use of them.                                                                                                                                                                                                                                                                                                              |
| Considering lab equipment and supplies                                                              | Most science teachers will have to consider effective storage and use of lab equipment and supplies. When making these decisions, the teacher considers student safety, protection for the equipment, and ease of access and use for students.                                                                                                                                                                                                                                                                                                                                         |
| Planning the location and arrangement of classroom libraries                                        | The teacher locates libraries that will provide support for individual, small-group, and whole-group learning activities. The primary concern with regard to bookshelves and other storage and display systems is that their location provides easy access but does not cause traffic jams.                                                                                                                                                                                                                                                                                            |
| Involving students in the design process                                                            | The teacher asks students to be involved in designing the classroom. The teacher may informally poll students to solicit their feedback about the classroom decor and organization or formally survey them.                                                                                                                                                                                                                                                                                                                                                                            |
| Considering student behavioral supports                                                             | Classroom areas, furnishings, decorations, equipment, supplies, and digital content provide support for positive student behaviors. Examples include purposeful placement of desks and tables, calming areas, sensory tools, limited unnecessary or stimulating posters and displays, and digital graphics on course pages, etc., according to student needs.                                                                                                                                                                                                                          |
| Complying with expectations for safe and secure classrooms, hallways, and other instructional areas | The teacher implements district and school requirements including but not limited to those regarding fire safety, secured classroom doors and windows, use of and passage through hallways, admission and monitoring of visitors, conduct of emergency drills, supervision of students.                                                                                                                                                                                                                                                                                                |
| Being proactive                                                                                     | The teacher takes steps to become aware of what could potentially go wrong or cause disruption in class and pre-emptively takes actions to avoid such scenarios from occurring. For example, the teacher might confer privately with potentially disruptive students to review classroom expectations, create contingency plans for various behavior scenarios that might be likely to arise throughout the day, or seek out information regarding incidents that have occurred outside of class that may affect student behavior.                                                     |
| Occupying the whole room physically and visually                                                    | The teacher makes eye contact regularly with each student to let the student know he or she is aware of the student's actions and is monitoring the classroom. Furthermore, the teacher spends time in each quadrant of the room on a regular basis and physically moves through the classroom during instruction and individual seatwork.                                                                                                                                                                                                                                             |
| Noticing potential problems                                                                         | The teacher takes action to identify and pre-emptively address situations that could develop into larger disruptive behaviors. The teacher might watch for small groups of students huddled together talking intensely or one or more students not engaging in a class activity for an extended period of time. The teacher takes appropriate actions to defuse the potentially disruptive behavior before it escalates.                                                                                                                                                               |
| Using a series of graduated actions                                                                 | When noticing disruptive behavior, the teacher makes eye contact with those students involved in the incident or who exhibit the behavior. If the problem persists, the teacher stands right next to the offending student or students and uses nonverbal cues to communicate that they need to stop their inappropriate behavior and join in what the class is doing. If the behavior still persists, the teacher talks to the offending students quietly and privately. If the behavior does not stop, the teacher stops the class and calmly and politely addresses the disruption. |
| Verbal affirmation                                                                                  | The teacher uses short verbal affirmations such as "thank you," "good job," "that's great," or "very good" to acknowledge adherence to rules and procedures. The teacher might also have short conversations with students to acknowledge their adherence to rules and procedures.                                                                                                                                                                                                                                                                                                     |

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| Nonverbal affirmation               | The teacher uses a smile, a wink, a nod of the head, a thumbs-up, an OK sign (thumb and forefinger loop), a pantomimed tip of the hat, a pat on the back, or a high-five to acknowledge students' adherence to rules and procedures.                                                                                                                                                                                                                                  |
| Tangible recognition                | The teacher uses privileges, activities, or items as positive consequences for following rules and procedures.                                                                                                                                                                                                                                                                                                                                                        |
| Token economies                     | The teacher uses a system in which students receive a token, chit (voucher), or points when they meet expectations. They can then exchange these tokens, chits, or points for privileges, activities, or items.                                                                                                                                                                                                                                                       |
| Daily recognition form              | The teacher awards each student a starting score at the beginning of class (for example, twenty points) for a prearranged set of expectations (for example, four points for punctuality, four points for preparation, four points for on-task behavior, four points for respectfulness, and four points for work completion). If a student fails to meet a particular expectation, the teacher takes away some or all of the points associated with that expectation. |
| Color-coded behavior                | The teacher gives each student three cards (red card = unacceptable behavior, yellow card = acceptable behavior with room for improvement, green card = exceptional adherence to rules and procedures) to keep on his or her desktop. All students begin the day or period with the green card on top. If a student's behavior warrants it, the teacher changes the exposed card to indicate the behavior a student is exhibiting.                                    |
| Certificates                        | The teacher uses reward certificates to increase parental involvement and awareness of behavior at school. A student who helps another student with work, for example, would receive a certificate as a special recognition of his or her helpfulness.                                                                                                                                                                                                                |
| Phone calls, emails, and notes      | The teacher makes phone calls and sends emails or notes to a student's parents or guardians to recognize positive behavior.                                                                                                                                                                                                                                                                                                                                           |
| Verbal Cues                         | The teacher says a student's name, quietly reminds a student that he or she is not following a rule or procedure, quietly states the expected appropriate behavior, or simply tells a student to stop the current behavior.                                                                                                                                                                                                                                           |
| Pregnant pause                      | The teacher stops teaching in response to recurring disruptive behavior, creating an uncomfortable silence that will direct the attention in the room toward the misbehaving student.                                                                                                                                                                                                                                                                                 |
| Nonverbal cues                      | The teacher uses eye contact, proximity, subtle gestures (such as shaking the head "no," putting a finger on the lips, tapping a student's desk, giving a thumbs-down, or raising eyebrows) to signal to a student that his or her behavior is inappropriate.                                                                                                                                                                                                         |
| Reset area                          | The teacher supports student self-regulation by providing a designated reset area where they may go until they are ready to resume regular classroom activities.                                                                                                                                                                                                                                                                                                      |
| Educational neuroscience strategies | The teacher uses strategies such as brain intervals, controlled breathing, and focused attention practices to promote student learning.                                                                                                                                                                                                                                                                                                                               |
| Overcorrection                      | The teacher requires a student who has behaved destructively to make things better than they were before the student destroyed them. If a student ruins class property, for example, the student would repair what was destroyed and then improve additional class property.                                                                                                                                                                                          |
| Interdependent group contingency    | The teacher gives the entire class positive consequences only if every student in the class meets group a certain behavioral standard. The teacher can use this type of group contingency to reinforce contingency positive group behaviors and extinguish negative group behaviors.                                                                                                                                                                                  |
| Home contingency                    | To help an individual student perceive that his or her teacher and parents or guardians are unified in their attempt to help the student control his or her classroom behavior, the teacher meets with the student and parents or guardians to identify and discuss the student's use of inappropriate behavior in class.                                                                                                                                             |
| High-intensity situation plan       | The teacher articulates a plan for high-intensity situations. The plan includes assessing the severity of the situation, remaining calm, actively listening to the student's concerns, and removing the student from the situation once he or she has regained some control.                                                                                                                                                                                          |
| Restorative practices               | The teacher uses restorative language and approaches in interactions with students, resolving conflicts and disagreements, and building positive classroom culture.                                                                                                                                                                                                                                                                                                   |
| Overall disciplinary plan           | The teacher articulates a plan for high-intensity situations. The plan includes assessing the severity of the situation, remaining calm, actively listening to the student's concerns, and removing the student from the situation once he or she has regained some control.                                                                                                                                                                                          |

### 1.3 Communicating High Expectations

| Strategy                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Identifying expectation levels for all students | The first step toward demonstrating equal value and respect for all students is to identify pre-existing differences in student expectations. To do this, the teacher identifies the expectation level for each student by imagining that each student has completed a comprehensive assessment that covers some of the more difficult content addressed in class. On a class list, the teacher writes the level at which he or she |

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|                                                  | expects each student to perform on such an assessment: high, average, or low. The teacher reviews the list to identify possible effects of implicit or actual bias toward certain groups of students based on ability, socioeconomic status, religion, race, ethnicity, gender, sexual orientation, etc., and seeks ways to avoid or counteract the effects of unfair bias.                                                                                                                                                                                                                                             |
| Identifying differential treatment of learners   | The teacher tracks his or her behavior for several days to increase awareness of differences in affective tone and quality of interaction with specific students. Using an informal observation form, the teacher keeps track of his or her affective tone and interaction quality with specific students. The teacher reviews information on the form to identify possible effects of implicit or actual bias toward certain groups of students based on ability, socioeconomic status, religion, race, ethnicity, gender, sexual orientation, etc., and seeks ways to avoid or counteract the effects of unfair bias. |
| Using nonverbal and verbal indicators of respect | The teacher uses eye contact, smiling, proximity, hand and body gestures, physical contact, and playful dialogue to communicate value and respect for all students. If the teacher recognizes different treatment for certain learners, the teacher makes an effort to use both verbal and nonverbal indicators to show respect and value for all.                                                                                                                                                                                                                                                                      |
| Question levels                                  | The teacher asks questions that require students to analyze information, evaluate conclusions, or make inferences. These types of questions are more complex than questions that test recognition or recall of correct answers. The teacher ensures that he or she frequently asks complex questions of all students, even if they may need help or encouragement to respond.                                                                                                                                                                                                                                           |
| Response opportunities                           | The teacher reinforces high expectations for all students by giving them equal response opportunities. No student has significantly more or fewer opportunities to answer a question than any other student.                                                                                                                                                                                                                                                                                                                                                                                                            |
| Follow-up questioning                            | If a student is having trouble answering a question, the teacher restates the question, encourages collaboration, or gives hints and cues. The teacher can also let the student opt out temporarily.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Evidence and support for student answers         | To reinforce high expectations for all students, the teacher requires similar levels of evidence and support for answers from every student. If a student makes a claim, the teacher asks him or her to provide grounds and backing for that claim, regardless of the student's achievement level.                                                                                                                                                                                                                                                                                                                      |
| Encouragement                                    | To encourage participation from all class members, the teacher attributes ideas and comments to those who offer them. The teacher also thanks each student who asks a question or provides an answer, even if the answer is incorrect.                                                                                                                                                                                                                                                                                                                                                                                  |
| Wait time                                        | The teacher provides appropriate wait time after asking a question and appropriate pause time between student answers to allow all students adequate time to process information and formulate responses.                                                                                                                                                                                                                                                                                                                                                                                                               |
| Response tracking                                | The teacher ensures that all students have equal opportunities to respond by calling on any student instead of only selecting those who raise their hands. The teacher also keeps track of which students have answered or been asked questions, perhaps by placing a checkmark on his or her class chart next to student names.                                                                                                                                                                                                                                                                                        |
| Inappropriate reactions                          | The teacher encourages all learners to answer questions and share their thoughts by avoiding inappropriate reactions to student responses. The teacher avoids any of the following responses: telling students they should have known the answer to a question, ignoring a student's response, making subjective comments about incorrect answers, or allowing negative comments from other students.                                                                                                                                                                                                                   |
| Using an appropriate response process            | The teacher responds appropriately to incorrect or incomplete responses by first demonstrating gratitude for the student's response. Next, the teacher points out what is correct and what is incorrect about the student's response.                                                                                                                                                                                                                                                                                                                                                                                   |
| Letting students off the hook temporarily        | If a student becomes flustered, confused, or embarrassed while answering a question, the teacher lets the student pass temporarily. However, the teacher returns to the same student at a later time (in either a whole-class or one-on-one context) and asks him or her to answer a different question or think through the initial question when the student feels calmer.                                                                                                                                                                                                                                            |
| Using answer revision                            | The teacher uses elaborative interrogation techniques to help a student realize his or her answer is indefensible. The teacher responds to a student's incorrect answer with questions such as, "How do you know that to be true?" and "What evidence can you give to support that conclusion?"                                                                                                                                                                                                                                                                                                                         |
| Using think-pair-share                           | The teacher uses this structure to allow learners time to rehearse and correct answers before sharing them in front of the class. After a question, the teacher has students form pairs and tell their partners their best answers to the question. After two to three minutes of discussion in pairs, the teacher calls on a student. When called on, students can provide their own answer to the question, quote their partner's answer, or ask their partner to give his or her answer.                                                                                                                             |

## Domain 2: Meaningful Student Learning Experiences

| 2.1 Chunking Content                                   |                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                               | Description                                                                                                                                                                                                                                                                          |
| Using pre-assessment data to plan for chunks           | Based on students' initial understanding of new content, the teacher presents new content in larger or smaller chunks.                                                                                                                                                               |
| Presenting content in small, sequentially related sets | The teacher chunks content into small, digestible bites for students. If presenting new declarative knowledge, the chunks comprise concepts and details that logically go together. If presenting new procedural knowledge, the chunks comprise steps in a process that go together. |
| Allowing for processing time between chunks            | The teacher has students work together to process chunks of information.                                                                                                                                                                                                             |

| 2.2 Processing Content      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Perspective analysis        | The teacher asks students to consider multiple perspectives on new knowledge using perspective analysis.                                                                                                                                                                                                                                                                                                                                                  |
| Thinking hats               | The teacher asks students to process new information by imagining themselves wearing any one of six different-colored thinking hats representing six different types of perspectives: white hat (neutral and objective perspectives), red hat (emotional perspectives), black hat (cautious or careful perspectives), yellow hat (optimistic perspectives), green hat (creative perspectives), and blue hat (organizational perspectives) (deBono, 1999). |
| Collaborative processing    | The teacher asks students to meet in small groups to summarize the information he or she just presented, ask clarifying questions about the information, and make predictions about upcoming information.                                                                                                                                                                                                                                                 |
| Jigsaw cooperative learning | The teacher organizes students in teams of equal size (for example, four members) and the content into as many categories as there are team members (for example, four categories). The teacher assigns individual team members to each content chunk to become experts. They then return to their teams to present their content.                                                                                                                        |
| Reciprocal teaching         | After the teacher presents the chunk of content, the discussion leader in a group asks questions about the information presented, and the group members discuss each question. Someone from the group summarizes the content presented so far, and the group members make predictions about the upcoming chunk of content, beginning the cycle again.                                                                                                     |
| Concept attainment          | The teacher asks students to identify, compare, and contrast examples and nonexamples of a concept.                                                                                                                                                                                                                                                                                                                                                       |
| Think-pair-share            | The teacher asks students to think critically about a question, pair up with another classmate to come to a consensus on their answer to the question, and then share their response with other groups or the whole class.                                                                                                                                                                                                                                |
| Scripted cooperative dyads  | Students take notes about the main idea and key details of new content. The teacher breaks students into groups of two and assigns each student to act either as the recaller or the listener. The recaller summarizes the content without looking at his or her notes, while the listener adds missing information and corrects any errors in the recaller's summary. Students switch roles during the next chunk.                                       |

| 2.3 Recording and Representing Content     |                                                                                                                                                                                                                                                     |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                   | Description                                                                                                                                                                                                                                         |
| Informal outlines                          | The teacher has students use indentation to indicate the relative importance of ideas. They write big ideas at the left side of the paper, and indent and list details under the big idea to which they pertain.                                    |
| Summaries                                  | The teacher asks students to summarize content briefly and quickly. Summaries focus on identifying the critical content and describing how the pieces fit together.                                                                                 |
| Pictorial notes and pictographs            | The teacher asks students to use pictorial notes and pictographs to illustrate new content. Pictorial notes may serve as an accompaniment to written notes or, in some cases, as the primary note-taking form.                                      |
| Combination notes, pictures, and summaries | The teacher has students record notes about the content in a chart's left column, draw pictographs or pictorial representations of the content in the right column, and write a brief summary of the content in the lower section of the chart.     |
| Graphic organizers                         | The teacher has students record their knowledge using graphic organizers that correspond to specific patterns commonly found in information. Common text structures include sequence, description, comparison, causation, and problem and solution. |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Free-flowing webs   | The teacher has students place big ideas in central circles and then use lines to connect big ideas to smaller circles with important details about each big idea. Unlike a simple description graphic organizer, a free-flowing web connects multiple subtopics by showing how they relate to a central topic.                                                                                                                                            |
| Academic notebooks  | The teacher has students record their notes in a permanent record to which they add new notes and make corrections to their thinking as they review previous entries.                                                                                                                                                                                                                                                                                      |
| Dramatic enactments | The teacher has students role-play characters or act out scenes, processes, or events. They can also use their bodies to create symbols for concepts such as radius, diameter, and circumference.                                                                                                                                                                                                                                                          |
| Mnemonic devices    | A teacher uses mnemonic devices to help students remember, record, and represent critical content. Mnemonic devices often link content to symbols, imagery, and patterns of sound to strengthen the user's memory.                                                                                                                                                                                                                                         |
| Rhyming pegwords    | The teacher has students use a set of concrete images that rhyme with the numbers one through ten, such as one is a bun, two is a shoe, and so on. Students then form mental pictures of content they wish to recall with the concrete images. The strategy allows students to memorize content presented as lists.                                                                                                                                        |
| Link strategies     | The teacher has students create symbols or substitutes for important ideas and then link together those symbols or substitutes in a narrative. A symbol is an image that reminds one of important information, like a rainbow to represent the concept of an arc. A substitute is a word that is easy to picture and sounds like the information one is trying to remember, like the word ark (a big boat) to remember the concept of the arc of a circle. |

#### 2.4 Using Structured Practice Sessions

| Strategy                           | Description                                                                                                                                                                                                                                                                                                |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modeling                           | When presenting any skill, strategy, or process to students, the teacher first models it for them. This involves the teacher walking through the steps involved in the skill, strategy, or process and thinking aloud as he or she does so.                                                                |
| Guided practice                    | The teacher provides well-structured opportunities for students to practice new skills, strategies, or processes. During these opportunities, activities move from very simple to more complex versions of the skill, strategy, or process.                                                                |
| Close monitoring                   | The teacher provides a highly structured practice environment and monitors students' actions very closely to correct early errors or misunderstandings.                                                                                                                                                    |
| Frequent structured practice       | The teacher first provides a clear demonstration of the skill or process. After this demonstration, the teacher provides frequent opportunities to practice discrete elements of the skill or process and the skill or process as a whole in situations where students have a high probability of success. |
| Varied practice                    | The teacher provides opportunities to practice a skill or process in more challenging situations. Students still experience success, but they might be required to work a bit harder than was necessary during frequent structured practice.                                                               |
| Fluency practice                   | The teacher engages students in independent practice in which they focus on performing the skill or process skillfully, accurately, quickly, and automatically.                                                                                                                                            |
| Worked examples                    | While students are practicing skills or processes, the teacher provides them with problems or examples that have already been worked out so they receive a clear image of the correct procedure.                                                                                                           |
| Practice sessions prior to testing | The teacher sets up a practice schedule to ensure that students have a chance to review and practice skills or processes before they are tested or retested on them.                                                                                                                                       |

#### 2.5 Examining Similarities and Differences

| Strategy                         | Description                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sentence-stem comparisons        | The teacher has students complete sentence stems that ask them to compare and contrast various people, places, events, concepts, or processes: House cats are similar to lions because _____. House cats are different than lions because _____.                                                                                                                                                |
| Summaries                        | The teacher has students summarize similarities and differences using three columns: (1) the left column lists features that are only found in the first item, (2) the far-right column lists features that are only found in the second item, and (3) the middle column lists features that are similar between the two items and includes a sentence that summarizes the items' similarities. |
| Constructed-response comparisons | The teacher has students describe, in a short paragraph, how items are similar or different. This strategy begins with a simple teacher request: "How is _____ similar to and different from _____? Students must decide which similarities and differences to include in their responses and how to best frame their analyses.                                                                 |

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| Venn diagrams                       | The teacher asks students to compare and contrast elements using overlapping circles. Students write similarities where circles intersect, and they write characteristics unique to the comparison items where the circles do not intersect.                                                                                                                                                                                                                                                                      |
| T-charts                            | The teacher has students use T-charts to compare two objects, ideas, events, or people. Students fill in a T-shaped graphic organizer by writing two topics across the top and details that describe each on either side of a dividing line. Once students have gathered several characteristics for each item, they look for similarities and differences between the two items.                                                                                                                                 |
| Double-bubble diagrams              | The teacher has students write two items to compare in large circles on the left and right sides of a page. They list common attributes in smaller circles in the center of the page that connect to both large circles. They write unique attributes in smaller circles at the edges of the page that connect only to the larger circle to which they apply.                                                                                                                                                     |
| Comparison matrices                 | The teacher has students write elements they wish to compare at the top of each column in a matrix. In the rows, students write the characteristics on which they will compare the elements. Then, in each cell, students record information related to each attribute for each element. Finally, students summarize what they have learned by comparing the elements.                                                                                                                                            |
| Classification charts               | The teacher creates a chart with several categories listed across the top and asks students to fill in examples that fit in each category.                                                                                                                                                                                                                                                                                                                                                                        |
| Dichotomous keys                    | The teacher has students focus on differences between elements by using dichotomous keys. A dichotomous key is a graphic organizer that refines students' understanding of two or more items by delineating different characteristics of each. Thus, the items should have relatively obvious similarities. The strategy is useful for distinguishing between similar organisms in science, but the teachers can adapt it for any subject that requires students to distinguish among items in the same category. |
| Sorting, matching, and categorizing | The teacher asks students to sort, match, and categorize content. When sorting, students place items into specific, predetermined categories. When matching, students match two things that are equivalent to one another. When categorizing, students group elements into two or more categories and explain the reasoning behind their categorization.                                                                                                                                                          |
| Similes                             | The teacher asks students to state comparisons using like or as: Adding fractions with different denominators is like trying to add apples and oranges.                                                                                                                                                                                                                                                                                                                                                           |
| Metaphors                           | The teacher asks students to state comparisons as direct relationships—where one thing is another: Life is a journey.                                                                                                                                                                                                                                                                                                                                                                                             |
| Sentence-stem analogies             | The teacher has students use sentence stems to create comparisons that describe specific relationships between two items or concepts. Analogies take the following form: "Item one is to item two as item three is to item four." Quarterback is to _____ as pitcher is to _____.                                                                                                                                                                                                                                 |
| Visual analogies                    | The teacher asks students to use visual organizers to help them make analogies. The organizer has two parallel lines, one above the other, each with a bisecting line in the middle. The student writes the first pair of elements in the analogy on the top line and the second pair on the bottom line. In between the lines, students describe the relationship connecting the two pairs of elements.                                                                                                          |

| 2.6 Examining Errors in Reasoning      |                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                               | Description                                                                                                                                                                                                                                                                                                                                              |
| Identifying errors of faulty logic     | The teacher asks students to find and analyze errors of faulty logic. Errors of faulty logic refer to situations in which sound reasons do not support a conclusion. Specific types of errors in this category include contradiction, accident, false cause, composition, division, begging the question, evading the issue, and arguing from ignorance. |
| Identifying errors of attack           | The teacher asks students to find and analyze errors of attack. Errors of attack happen when a person focuses on the context of an argument, rather than the argument itself, in trying to refute the other side.                                                                                                                                        |
| Identifying errors of weak reference   | The teacher asks students to find and analyze errors of weak reference. Specific types of these errors include using sources that reflect biases, using sources that lack credibility, appealing to authority, appealing to the people, and appealing to emotion.                                                                                        |
| Identifying errors of misinformation   | The teacher asks students to find and analyze errors of misinformation. Two types of misinformation errors are confusing the facts and misapplying a concept or generalization.                                                                                                                                                                          |
| Practicing identifying errors in logic | The teacher uses practice exercises to help students identify errors in logic. Typically, these exercises will describe a scenario in a few sentences and ask students to identify the reasoning error present in the                                                                                                                                    |

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|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | scenario. Students might select the answer in a multiple choice or matching format or be asked to recall the answer from memory.                                                                                                                                                                                                                                                                                                                                                        |
| Finding errors in the media                        | The teacher provides students with footage of political debates, televised interviews, commercials, advertisements, newspaper articles, blogs, and other sources and asks them to find and analyze errors in reasoning that underlie the messages therein.                                                                                                                                                                                                                              |
| Examining support for claims                       | The teacher asks students to examine the support provided for a claim by analyzing the grounds, backing, and qualifiers that support it. Grounds are the reasons given to support a claim and backing is the evidence, facts, or data that support the grounds, while qualifiers address exceptions or objections to the claim.                                                                                                                                                         |
| Judging reasoning and evidence in an author's work | The teacher asks students to apply their knowledge of reasoning and argumentation to delineate and evaluate the arguments present in a text. Students read a text and identify the claim, grounds, backing, and qualifiers. Students must decide whether the reasoning is valid or logical (containing no errors) and whether the supporting evidence is sufficient and relevant.                                                                                                       |
| Identifying statistical limitations                | The teacher asks students to find and analyze errors that commonly occur when using statistical data to support a claim. The five major types of statistical limitations for students to be aware of are: (1) regression toward the mean, (2) conjunction, (3) base rates, (4) the limits of extrapolation, and (5) the cumulative nature of probabilistic events.                                                                                                                      |
| Using student-friendly prompts                     | The teacher phrases prompts and questions in nontechnical language to trigger students to look for certain types of errors; for example, asking students to look for "getting off topic" rather than "evading the issue."                                                                                                                                                                                                                                                               |
| Anticipating student errors                        | The teacher identifies errors that students are likely to make during a lesson. When presenting content, the teacher alerts students to the potential problems. For example, when a teacher introduces the process for finding the area of a right triangle, he or she reminds students it is sometimes difficult to identify the base and height if the triangle has been rotated.                                                                                                     |
| Avoiding unproductive habits of mind               | Unproductive habits of mind are those that hinder us from completing complex tasks. To counteract unproductive habits, the teacher reinforces the following productive habits of mind: staying focused when answers and solutions are not immediately apparent, pushing the limits of your knowledge and skills, generating and pursuing your own standards of excellence, seeking incremental steps, accuracy, and clarity, resisting impulsivity, and seeking cohesion and coherence. |

| 2.7 Engaging Students in Cognitively Complex Tasks                       |                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                                                 | Description                                                                                                                                                                                                                                                                                                                                                           |
| Experimental- Inquiry tasks                                              | The teacher has students use experimental-inquiry tasks to make predictions, test them, examine the results, evaluate the results, and reflect on the process to come to a defensible conclusion. Observations, experiments, surveys, and interviews are all appropriate data-collection techniques for this type of task.                                            |
| Problem-solving tasks                                                    | The teacher has students use problem-solving tasks to set a goal, identify obstacles or constraints to reaching that goal, find solutions, predict which solution is most likely to work, test their prediction, examine the results, evaluate the results, and reflect on the process.                                                                               |
| Tasks to examine the efficiencies of multiple methods of problem solving | The teacher has students use logic to evaluate multiple methods of problem solving. Students determine which method is most effective or efficient by comparing aspects of each.                                                                                                                                                                                      |
| Decision-making tasks                                                    | The teacher has students use decision-making tasks to identify possible alternatives, outline the criteria for which each alternative will be judged, apply the criteria to each alternative, and select the most appropriate alternative.                                                                                                                            |
| Investigation tasks                                                      | The teacher has students use investigation tasks to identify a concept, past event, or future hypothetical event to be investigated; identify what is already known about the subject of investigation; identify confusions or contradictions; and develop a plausible resolution to the confusions or contradictions.                                                |
| Invention tasks                                                          | The teacher has students design a product that achieves a specific goal, solves a problem, or makes a task easier. Students consider what design will best suit the purposes and requirements of the task and then develop a prototype. Students then test the prototype in order to determine how effectively it meets their expectations and if it can be improved. |
| Student-designed tasks                                                   | The teacher asks students to design a task that deepens their understanding of a topic that interests them and relates to the class's learning target or unit. This is done when students are comfortable performing the various types of cognitively complex tasks.                                                                                                  |

## 2.8 Providing Resources and Guidance

| Strategy                                   | Description                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using proficiency or scoring scales        | The teacher asks students to use a proficiency or scoring scale to monitor their progress toward a learning goal over the course of a cognitively complex task. These scales relate to student progress on complex tasks as opposed to academic content.                                                                                                   |
| Providing Resources                        | When asking students to complete a cognitively complex task, the teacher provides resources that students will need to succeed at that task. In many cases, these resources will be informational—books, websites, videos, diagrams, and so on. In other cases, these resources might be more material—models or building materials.                       |
| Providing informational handouts           | The teacher provides students with informational handouts that they can keep and refer back to if they have questions about a long-term project or cognitively complex task. For example, a list of frequently asked questions about specific types of cognitively complex tasks and their answers can help students independently resolve some confusion. |
| Teaching research skills                   | Teachers provide direct instruction in how to independently find resources and information that will help them complete cognitively complex tasks.                                                                                                                                                                                                         |
| Conducting Interviews                      | The teacher conducts interviews with students to keep track of their progress as they work on cognitively complex tasks and projects. The teacher might use a checklist or scoring scale to guide each interview and to help the students plan their next steps.                                                                                           |
| Circulating around the room                | The teacher walks around the room while students work on cognitively complex tasks, allowing them to easily request assistance.                                                                                                                                                                                                                            |
| Collecting informal assessment information | The teacher examines students' responses on formative assessments of content related to their cognitively complex tasks to anticipate student needs and make helpful resources immediately available.                                                                                                                                                      |
| Offering feedback                          | The teacher offers feedback to students about their overall performance on cognitively complex tasks and makes specific suggestions regarding how students can complete their tasks.                                                                                                                                                                       |
| Creating cognitive dissonance              | The teacher seeks out information that does not align with students' hypotheses and presents that information to students to help them identify and correct errors in their thinking.                                                                                                                                                                      |

## 2.9 Generating and Defending Claims

| Strategy                                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the concept of claims and support         | The teacher introduces the concept of claims and support to students. At first, it is enough to introduce the idea that a claim is simply something we believe to be true. Our reasons and evidence for our claims are referred to as support.                                                                                                                                                                                                               |
| Presenting the formal structure of claims and support | When students are familiar with the general concept of claims and support, the teacher provides them with the more formal distinctions. Specifically, at a formal level, support for a claim should include grounds, backing, and qualifiers.                                                                                                                                                                                                                |
| Generating claims                                     | The teacher provides students with guidance in and opportunities to generate claims.                                                                                                                                                                                                                                                                                                                                                                         |
| Providing grounds                                     | The teacher has students state their claims with the word because at the end and then finish the sentence. The portion of the sentence following the because is grounds for the claim.                                                                                                                                                                                                                                                                       |
| Providing backing                                     | The teacher has students produce backing and helps students determine its type: expert opinion, research results, or factual information.                                                                                                                                                                                                                                                                                                                    |
| Generating qualifiers                                 | The teacher helps students generate qualifiers by asking them to collect a wide range of evidence for a claim. Students sort that evidence into two categories: (1) evidence that supports the claim and (2) evidence that does not support the claim. Evidence supporting the claim is sorted into grounds (which are more general) and backing (which is more specific). Students can use evidence that does not support the claim to generate qualifiers. |
| Formally presenting claims                            | The teacher has students present claims formally, either orally or in writing. When done orally, this takes a significant amount of time but provides rich opportunities for students in class to ask questions and make comments to the presenter.                                                                                                                                                                                                          |

## 2.10 Promoting Transfer of Learning to New or Authentic Situations, Problems, or Audiences

| Strategy       | Description                                                                                                                                                                                                                                          |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transfer goals | Courses, units, and lessons are designed to allow students to apply their learning in ways that are different from previous class work. Applications of learning do not simply repeat the same thinking or processes required by practice exercises. |

|                            |                                                                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activating prior knowledge | The teacher elicits what students already know about a topic before introducing new information or skills.                                                                                                                                        |
| Practice                   | The teacher provides opportunities for students to develop competence before asking them to apply their learning to new situations. These scaffolding activities gradually move students toward application of learning in unfamiliar situations. |
| Group learning             | Students participate in shared learning experiences.                                                                                                                                                                                              |
| Student explanations       | Students explain in their own words what they are learning, to themselves or to others.                                                                                                                                                           |
| Simulations                | Students practice through role-playing situations before their learning is formally assessed.                                                                                                                                                     |
| Analogies and metaphors    | The teacher helps students understand a new concept by comparing it to something that is common or easily understood.                                                                                                                             |
| Performance tasks          | The teacher asks students to perform, demonstrate, and apply their knowledge, understanding, and proficiency through authentic, open-ended learning activities or assessments                                                                     |

## 2.11 Previewing Strategies

| Strategy                    | Description                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Informational hooks         | The teacher uses activities to stimulate interest in the lesson's content. These activities might include anecdotes; video clips; audio clips; newspaper headlines; and other short, attention-grabbing media to spark students' attention.                                                                                                                                       |
| Bell ringers                | As their name implies, bell ringers are activities at the very beginning of a class period that students are to engage in as soon as, or even before, the bell rings. For example, a teacher might have his or her students answer a brief question written on the board.                                                                                                         |
| What do you think you know? | The teacher asks students to individually write down what they already know about an upcoming topic. After each student has created an individual list, the teacher asks students to pair up and discuss their previous knowledge and ideas. Finally, each pair shares its list, and the teacher creates a whole-class list of what students already know about upcoming content. |
| Overt linkages              | The teacher helps students make overt links between content they have previously studied in class and new content by simply explaining the connections.                                                                                                                                                                                                                           |
| Preview questions           | The teacher asks questions about upcoming content to pique students' curiosity and activate their prior knowledge.                                                                                                                                                                                                                                                                |
| Brief teacher summaries     | The teacher provides students with an oral or written summary of content before presenting it. He or she also links upcoming content to past content.                                                                                                                                                                                                                             |
| Skimming                    | The teacher helps students skim written information on an upcoming topic by teaching them to look at major section headings and subheadings and asking them to analyze those headings to pick out main ideas and important concepts in the passage.                                                                                                                               |
| Teacher-prepared notes      | The teacher provides an outline of the content to students before presenting it as new information.                                                                                                                                                                                                                                                                               |
| K-W-L                       | Before presenting new content, the teacher asks students to list what they Know and Want to know about a topic. They later list what they Learned during instruction.                                                                                                                                                                                                             |
| Anticipation guides         | The teacher creates a visual representation or graphic organizer showing the structure and organization of new content and illustrating how new content connects to information previously learned in class.                                                                                                                                                                      |
| Word splashes               | The teacher prepares a number of words and descriptions of those words associated with the new content and presents them to students. Students try to sort the terms into categories that make sense to them.                                                                                                                                                                     |
| Pre-assessments             | The teacher administers a pre-assessment to students before presenting new content. This assessment exposes students to the most important information in an upcoming presentation. The teacher can use pre-assessment results to gain an understanding of which students have a lot of prior knowledge about upcoming content and which do not.                                  |

## 2.12 Highlighting Critical Information

| Strategy                                            | Description                                                                                                                                                                                                                               |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Repeating the most important content                | The teacher continually repeats information that is important to the lesson or unit when opportunities present themselves. Repeating not only identifies which information is critical but also helps students remember that information. |
| Asking questions that focus on critical information | The teacher asks questions that remind students of previous content and highlight what is important in the current content.                                                                                                               |

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|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using visual activities                                  | The teacher uses storyboards, graphic organizers, and pictures to highlight critical information, help students create mental pictures of the information, and promote comprehension and recall.                                                                                  |
| Using narrative activities                               | The teacher uses stories to anchor information in memory and signal to students that certain information is important. The narrative structure of a story is also particularly useful for highlighting important relationships between different events or pieces of information. |
| Using tone of voice, gestures, and body position         | The teacher uses tone of voice, gestures, and body position to emphasize important information.                                                                                                                                                                                   |
| Using pause time                                         | The teacher pauses during the presentation of new content to highlight important points. The use of pause time when presenting information helps ensure that students have sufficient opportunity to take in and process content.                                                 |
| Identifying critical-input experiences                   | The teacher identifies those experiences that involve critical information. Critical-input experiences introduce important new content to students and are vital to enhancing student learning. The teacher takes special care in planning for these experiences.                 |
| Using explicit instruction to convey critical content    | The teacher uses plain, clear language to identify and convey critical content and paces the delivery of content so that students have plenty of time to process the information.                                                                                                 |
| Using dramatic instruction to convey critical content    | The teacher asks students to participate in a dramatic activity that conveys the critical content. Dramatic activities can range from skits and role playing to hand gestures and other body movements.                                                                           |
| Providing advance organizers to cue critical content     | The teacher designs advance organizers that identify and preview critical content for students. Advance organizers can be anything from a simple verbal cue to a classroom chart to a descriptive metaphor for the content.                                                       |
| Using what students already know to cue critical content | The teacher uses what students already know to explain critical content. Specifically, the teacher provides students with a link to old knowledge for every critical aspect of new knowledge.                                                                                     |

| 2.13 Reviewing Content, Revising Knowledge, and Reflecting on Learning |                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                                               | Description                                                                                                                                                                                                                                                                                                                        |
| Cumulative Review                                                      | The teacher not only reviews content from the current unit but helps students relate it to content from previous units. Cumulative review also involves students identifying and correcting misconceptions they held previously and creating new generalizations.                                                                  |
| Cloze activity                                                         | The teacher presents students with information they previously learned with pieces missing and asks them to fill in the missing pieces.                                                                                                                                                                                            |
| Summary                                                                | To review previously learned content, the teacher has the class briefly discuss what information it remembers or finds important using short summaries. The teacher can either create summaries for students to review or ask students to prepare summaries as the basis of discussion.                                            |
| Presented problem                                                      | The teacher presents students with a problem that requires them to use information they previously learned to solve that problem.                                                                                                                                                                                                  |
| Demonstration                                                          | The teacher asks students to demonstrate a skill or process that requires them to use information or a procedure they previously learned.                                                                                                                                                                                          |
| Brief practice test or exercise                                        | The teacher asks students to complete a test or exercise that prompts them to remember and apply information they previously learned. After the test or exercise, students review any information they remembered or applied incorrectly.                                                                                          |
| Questioning                                                            | The teacher asks questions that require students to recall, recognize, or apply information they previously learned. These questions might also require students to make inferences or decisions based on the information.                                                                                                         |
| Give one, get one                                                      | After locating and writing information on a specific topic in their academic notebooks, the teacher has students stand up and move to find a partner, carrying their notebooks with them. The pair compares what each student has recorded in his or her academic notebook, adding ideas from others to their own lists.           |
| Academic notebook entries                                              | The teacher asks students to make new entries in their academic notebooks after a critical-input experience, after group work or processing, or after reviewing and correcting homework. Over the course of a unit, and during related units, students re-examine their notebooks to correct inaccuracies or complete information. |

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| Academic notebook review | The teacher has students use their academic notebooks to identify important vocabulary terms, big ideas and concepts, generalizations, and other information they should study for an exam or quiz.                                                                                                                                                                                                                                                                                       |
| Peer feedback            | The teacher has students use their academic notebooks to identify important vocabulary terms, big ideas and concepts, generalizations, and other information they should study for an exam or quiz.                                                                                                                                                                                                                                                                                       |
| Assignments revision     | The teacher provides feedback on assignments and returns them to students. The teacher offers students the opportunity to revise their assignments according to the feedback and resubmit it to try to obtain a higher score.                                                                                                                                                                                                                                                             |
| The five basic processes | The teacher directs student in using the five basic processes to revise their content knowledge: (1) reviewing prior understanding of the content, (2) identifying and correcting mistakes, (3) identifying gaps in knowledge and filling them in, (4) deciding where to amend prior knowledge, and (5) explaining the reasoning behind the revisions.                                                                                                                                    |
| Visual symbols           | The teacher directs students in the use of visual symbols to revise their content knowledge. Visual symbols are shorthand ways of highlighting information and changes in understanding when revising academic notes.                                                                                                                                                                                                                                                                     |
| Writing tools            | The teacher directs students to revise their knowledge through the use of writing tools. Writing tools involve activities such as summarizing, concluding, quick-writes, sentence stems, and student-generated assessments.                                                                                                                                                                                                                                                               |
| Reflective journals      | The teacher has students use a portion of their academic notebooks to respond to reflection questions. Questions might prompt students to reflect on what predictions they made about the day's lesson that were correct or incorrect, what information in the lesson was easy or difficult to understand, how well they understand the major material the class is studying, how well they think they did during the day, or what they think they could have done better during the day. |
| Think logs               | The teacher asks students to reflect on specific cognitive skills (e.g., classification, drawing inferences, decision making, creative thinking, or self-regulation) that the lesson emphasized.                                                                                                                                                                                                                                                                                          |
| Exit slips               | At the end of a lesson, the teacher asks students to respond to specific reflective questions on an exit slip that they fill out before leaving the room. An exit slip's questions might include the following: What are the main ideas of today's lesson? What do you feel most and least sure about? Do you have specific questions about today's lesson? With which aspects of today's class work were you successful?                                                                 |
| Knowledge comparisons    | The teacher asks students to compare their current level of knowledge on a topic or level of competence with a procedure to their previous levels of knowledge or competence.                                                                                                                                                                                                                                                                                                             |
| Two-column notes         | The teacher has students use two-column notes as an extended reflection activity at the end of a lesson. In the left column, students record facts or other information that they found interesting from the lesson. In the right column, they record their reactions, questions, and extended ideas related to the facts or information in the left column.                                                                                                                              |

| 2.14 Assigning Purposeful Homework      |                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                | Description                                                                                                                                                                                                                                                                                                                                                       |
| Homework preview                        | The teacher asks students to read a passage of text or view media that introduces a concept or idea they will study in class.                                                                                                                                                                                                                                     |
| Homework to deepen knowledge            | The teacher asks students to complete an assignment that helps them compare, contrast, or classify specific aspects of the content.                                                                                                                                                                                                                               |
| Homework to practice a process or skill | The teacher asks students who have demonstrated the ability to independently perform a process or skill in class to practice that process or skill independently to increase their fluency, speed, and accuracy with the process or skill.                                                                                                                        |
| Parent-assessed homework                | The teacher provides specific directions to parents regarding homework. To assist students with homework, parents or family members ask reflective questions or listen to students give an oral summary of material they read. To help students develop fluency with skills or procedures, parents might also time them in executing a specific skill or process. |

| 2.15 Elaborating on Information |                                                                                                                                                                                                                                                                                                      |
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| Strategy                        | Description                                                                                                                                                                                                                                                                                          |
| General inferential questions   | The teacher uses two kinds of general inferential questions: (1) default and (2) reasoned inference. Default questions ask students to use their background knowledge to answer questions. Reasoned inference questions require students to provide reasons that logically lead to specific answers. |

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| Elaborative interrogation | The teacher probes a student's answer by asking elaborative questions that prompt the student to reflect on the nature of and justifications for his or her response. The teacher asks, "Why do you believe that to be true?" in order to stimulate a student to provide evidence supporting his or her conclusion.                                                                                                                                                                                                                                                                                                                                                                                |
| Questioning sequences     | The teacher asks a sequence of detail, category, elaboration, and evidence questions to promote deep understanding and cognition. Detail questions identify and build a base of factual information that students can subsequently use to answer deeper, more complex questions. Category questions prompt students to generate lists of examples and identify a category's important characteristics. Elaboration questions encourage students to use these lists to form claims and conclusions. Evidence questions engage students in argumentation and evaluation as they find evidence to support their claims and revise their conclusions to exclude misconceptions or errors in reasoning. |

| 2.16 Organizing Students to Interact        |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Group for active processing                 | The teacher assigns students to groups of two to five members for processing new information. Assignments can be for a specific purpose (ad hoc groups) or long-term partnerships. In either case, groups should have operating rules of behavior and interaction.                                                                                                                                                             |
| Group norms creation                        | To ensure that student groups (especially long-term groups) function smoothly, the teacher asks students to create a list of norms (collective attitudes and behaviors) to govern the group's functioning.                                                                                                                                                                                                                     |
| Fishbowl demonstration                      | The teacher has her students form a circle ("fishbowl") around a group that demonstrates what effective group work looks like. The demonstration group might model behaviors such as paraphrasing, pausing, clarifying, questioning, brainstorming, and using respectful language.                                                                                                                                             |
| Job cards                                   | The teacher uses job cards to designate specific roles that students take within their groups. Jobs include facilitator, summarizer, questioner, and note taker.                                                                                                                                                                                                                                                               |
| Predetermined buddies to help ad hoc groups | The teacher gives students a blank chart showing a clock (with twelve blanks, one for each hour), the seasons (with four blanks), or another theme-based graphic with blanks. Students find a partner for each blank and fill the partner's name in on their chart. When the teacher wants to form quick, ad hoc groups, he or she asks students to find their "summer" or "two o'clock" buddies and students quickly pair up. |
| Contingency plan for ungrouped students     | The teacher designates a meeting spot for students who don't have a group and can then help those students pair up or join existing groups. This helps avoid some students being left ungrouped when groups are student selected.                                                                                                                                                                                              |
| Group using pre-assessment information      | After administering a pre-assessment, the teacher uses the information gained about individual students' prior knowledge to assign students to groups. In some cases, the teacher might want to mix students with high prior knowledge and students with low prior knowledge.                                                                                                                                                  |
| Pair-check                                  | Within groups of four, students form pairs (two pairs per group) and designate who will be partner A and who will be partner B. Using a set of exercises, problems, or questions, partner A works on the first exercise, problem, or question while partner B coaches when necessary and praises partner A's work when complete. Pairs then switch roles.                                                                      |
| Think-pair-share and think-pair-square      | After grouping students in pairs, the teacher presents a problem. Students think about the problem individually for a predetermined amount of time. Then, students each share their thoughts. Pairs discuss and come to a consensus about their solution. The teacher then asks pairs to share what they decided with the class or, in think-pair-square, with another pair of students.                                       |
| Student tournaments                         | The teacher organizes students into teams that then compete in various academic games. Team members are remixed after each unit to ensure that students have the opportunity to work with a variety of other students.                                                                                                                                                                                                         |
| Inside-outside circle                       | The teacher has students form two concentric circles with an equal number of students in each circle. Students forming the inner circle stand facing outward, and students forming the outward circle stand facing inward. The teacher asks a question or presents a problem, and students discuss their thoughts, answers, and solutions with the person facing them. The circle rotates so that pairs are mixed.             |
| Cooperative learning                        | The teacher structures and governs the use of cooperative learning during cognitively complex tasks. This involves (1) designing structures for group and individual accountability, (2) providing ongoing coaching of students, (3) specifying clear roles and responsibilities for all group members, and (4) using a variety of grouping criteria and grouping structures.                                                  |
| Peer-response groups                        | The teacher has students work with peers to give and receive feedback on complex tasks. The teacher assigns roles to students and uses scoring scales or checklists to ensure similar standards for each group member.                                                                                                                                                                                                         |

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| Peer tutoring                | The teacher invites advanced students to volunteer to help students who need just a little assistance to move up to the next level.                                                                                                                                                                                         |
| Structured grouping          | The teacher designs and implements structured group activities that feature both individual and group accountability. Individual group members carry out specific tasks and responsibilities while working together on the final product. Structured group activities deepen and extend students' understanding of a topic. |
| Group reflecting on learning | The teacher organizes students into groups to reflect on their learning progress. The structure of the reflection process guides students in sharing their reflections, encouraging each other, and identifying ways to grow in their learning.                                                                             |

#### 2.17 Using Data to Set Expectations and Differentiate Instruction

| Strategy               | Description                                                                                                                                                                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expectations           | The teacher consults data for both the class and for individual students when planning and conducting instruction. Summative assessments, rubrics, scales, benchmarks, and scoring methods are appropriate for students' achievement and growth.                                                                 |
| Tailored instruction   | The teacher adjusts instruction to meet individual student needs. The content, process, and/or product of learning is planned to match student needs or abilities.                                                                                                                                               |
| Individualized plans   | Students' IEPs, ILPs, PLPs, or other formal plans are consulted and used in planning instruction.                                                                                                                                                                                                                |
| Content Connectors     | The teacher includes Content Connectors in planning for and instructing students for whom they are appropriate.                                                                                                                                                                                                  |
| Data collection        | The teacher monitors student achievement through formal and informal assessments. Benchmarking, common formative and summative assessments, checks for mastery, and standardized tests are conducted and recorded as directed. Results are used to group students, individualize instruction, plan lessons, etc. |
| Strategy groups        | Based on collected data, the teacher establishes small groups with a focus on a single, specific need.                                                                                                                                                                                                           |
| One-on-one instruction | The teacher works with individual students through planned lessons or as needs are manifested.                                                                                                                                                                                                                   |

#### 2.18 Motivating and Inspiring Students

| Strategy                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Academic goal setting      | The teacher helps students identify academic goals they want to accomplish over the course of a unit, semester, or year. The teacher then works with students to help them identify specific actions and smaller, short-term goals that, if completed, will help them accomplish their long-term goals.                                                                                                                                                                                                               |
| Growth mindset             | The teacher explicitly addresses the concept of the growth mindset, championed by Carol Dweck (2006). People with growth mindsets believe that they can increase their intelligence or abilities through hard work. On the other hand, those with a fixed mindset feel that intelligence is innate and cannot be changed, regardless of effort. The teacher explains this concept to students and provides opportunities for students to analyze the extent to which they are cultivating it in themselves.           |
| Possible selves activities | The teacher provides students with opportunities to imagine what they could develop into later in life. Without such considerations, students may not be cognizant of the full range of possibilities available to them nor recognize that they can achieve certain possible selves that previously seemed off limits or unattainable.                                                                                                                                                                                |
| Personal projects          | The teacher uses personal projects to encourage students' desire for personal growth. In order for personal projects to be successful, however, students must select topics they are truly interested in and excited about. Personal projects often relate to broader life or long-term goals rather than academic content.                                                                                                                                                                                           |
| Altruism projects          | Altruism projects encourage students to connect to something greater than themselves. The teacher has students brainstorm aspects of their community that they are interested in getting involved with. Once they have a list, the teacher can either group together students interested in similar things or have the whole class decide on one project from the list to address as a whole class. The teacher provides help but takes care not to lead the project, as this takes ownership away from the students. |
| Gratitude journals         | The teacher uses gratitude journals to help students recognize the positive things in their lives. When introducing gratitude journals, the teacher first models the behavior by listing a few things that he or she is grateful for and recording them somewhere visible in the room or in his or her own personal gratitude journal. Students then brainstorm a few things they are grateful for individually, in small groups, or as a class and record their items in their own gratitude journals.               |
| Mindfulness practice       | Mindfulness is the practice of being aware of thoughts, feelings, and one's internal and external world. To exemplify mindfulness, the teacher asks students at the beginning of each class period to write down their                                                                                                                                                                                                                                                                                                |

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|                     | intention for the class at the top of their notes. The teacher occasionally asks students to recall their intention. The teacher may also engage students in deep breathing, quick guided meditation, or other practices to help them refocus their thoughts.                        |
| Inspirational media | Inspiration occurs when a person sees evidence that one of his or her ideals--a belief that represents how an individual would like the world to be--is true. The teacher exposes students to an inspirational story and then has students discuss what ideal the story exemplifies. |

#### 2.19 Monitoring and Responding to Student Engagement

| Strategy                                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitoring individual student engagement    | The teacher scans the room and identifies specific students who appear to be disengaged to ensure high levels of classroom engagement. The teacher engages in this type of monitoring during small-group instruction as well as during individual seatwork.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitoring overall class engagement         | The teacher monitors levels of engagement of the whole class. When monitoring class engagement, a teacher assesses the degree to which the class seems to be interested in the work at hand without focusing on specific students.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Using self-reported student engagement data | The teacher periodically asks students to signal their level of engagement. The teacher might ask students to self-report their engagement levels informally by asking students to raise their hands if they feel their energy levels dropping or create a system to let students consistently report their engagement.                                                                                                                                                                                                                                                                                                                                                                    |
| Re-engaging individual students             | Once a teacher identifies a student who is not engaged or reacting to the content he or she is presenting, the teacher takes action to re-engage that specific student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Boosting overall class energy levels        | If a teacher notices that the energy levels in the classroom as a whole are low, the teacher ceases instruction and announces that something must be done to increase everyone's engagement. The teacher invites students to provide suggestions.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Random names                                | The teacher writes each student's name on a separate slip of paper or popsicle stick and keeps it in a container. After asking a question, the teacher selects a name at random from the jar and calls on that student to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Hand signals                                | The teacher has students respond nonverbally to a question that has a limited number of possible responses. For example, students use a thumbs-up, thumbs-down, or thumbs-sideways to indicate their levels of understanding regarding content the teacher is addressing.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Response cards                              | The teacher asks students to write their answers on small (for example, 12 x 12 inch) whiteboards or chalkboards and reveal them to the teacher simultaneously.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Response chaining                           | After a student responds to a question, the teacher asks a second student to explain why the initial student's answer was correct, partially correct, or incorrect. The teacher can repeat the process for the second student's response.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Paired response                             | Students confer in pairs to answer a question. The teacher then calls on a pair. One student verbalizes the answer for the pair, or both can contribute.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Choral response                             | The teacher presents critical information in a clear and concise statement and asks the class to repeat the information as a group. The goal is to form an "imprint" of important information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Wait time                                   | The teacher pauses for at least three seconds after posing a question. The teacher also pauses for three seconds between student answers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Elaborative interrogation                   | After a student answers a question, the teacher probes the answer by asking, "How do you know that to be true?" or "Why is that so?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Multiple types of questions                 | The teacher uses a combination of types of questions such as retrieval questions (requiring students to recognize, recall, and execute knowledge that was directly taught), analytical questions (requiring students to take information apart and determine how the parts relate to the whole), predictive questions (requiring students to form conjectures and hypotheses about what will happen next in a narrative or sequence of information or actions), interpretive questions (requiring students to make and defend inferences about the intentions of an author), and evaluative questions (requiring students to use criteria to make judgments and assessments of something). |
| Stand up and stretch                        | Periodically, the teacher asks students to stand up and stretch. This is especially useful when students need to change focus or their concentration level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Vote with your feet                         | The teacher posts signs in specific parts of the room identifying responses to a true-or-false or multiple-choice question or reactions to answers to a question (incorrect, partially correct, or totally correct). Students move to the location that has the sign with the answer they think is correct.                                                                                                                                                                                                                                                                                                                                                                                |

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| Corners activities       | The teacher splits the class into four groups, which then rotate to each of the four corners of the classroom to examine four different questions related to key content. The teacher assigns a recorder to stay in each corner to summarize students' comments about that corner's question.                                                                              |
| Stand and be counted     | The teacher presents a self-assessment scale, gives students a moment to think, and then prompts students at each level of the scale to stand. For example, a teacher might present a 1-4 scale in which 1 indicates "I didn't understand any of the concepts presented in this lesson," and 4 indicates "I clearly understand all the concepts presented in this lesson." |
| Body representations     | The teacher asks students to create body representations in which they act out important content or critical aspects of a topic (for example, forming cause-and-effect chains, physically acting out key sequence elements, or representing vocabulary terms).                                                                                                             |
| Drama-related activities | The teacher asks students to act out an event they are studying, taking the roles of various participants in the event.                                                                                                                                                                                                                                                    |

| 2.20 Pacing and Energizing |                                                                                                                                                                                                                                   |
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| Strategy                   | Description                                                                                                                                                                                                                       |
| Status celebration         | The teacher celebrates each student's status at any point in time, including at the end of the unit.                                                                                                                              |
| Knowledge gain celebration | The teacher celebrates knowledge gain, which is the difference between a student's initial and final scores for a learning goal. To do this, the teacher recognizes the growth each student has made over the course of the unit. |
| Verbal feedback            | The teacher emphasizes each student's effort and growth by specifically explaining what a student did well on task.                                                                                                               |

| 2.21 Engaging Students Intellectually     |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                      |
| Teacher-presented information             | The teacher presents unusual or intriguing information to capture students' attention. Facts related to the content are preferable, but any unusual information can attract students' attention.                                                                                                                                                                                                                 |
| Webquests                                 | The teacher has students explore the internet and find a range of obscure but interesting facts and ideas associated with the content they are studying.                                                                                                                                                                                                                                                         |
| Fast facts                                | The teacher asks students to share the most unusual (but factual) information they have discovered about a particular topic. To use this strategy, the teacher must provide time for students to research information about the topic they are addressing.                                                                                                                                                       |
| Believe it or not                         | The teacher helps students create an electronic database of unusual or little-known information about the content they are studying. This can extend from one year to the next, with each class reading previous class contributions, correcting misconceptions where appropriate, and adding their own unusual information.                                                                                     |
| History files                             | The teacher has students research different historical perceptions regarding the content areas they are studying.                                                                                                                                                                                                                                                                                                |
| Guest speakers and first-hand consultants | The teacher has guests share experiences from their careers that relate to the content.                                                                                                                                                                                                                                                                                                                          |
| Friendly controversy                      | The teacher has students explain and defend their positions on topics about which they disagree. The teacher asks students to follow specific guidelines when engaging in friendly controversy. Guidelines ensure that students feel free to disagree with others but do so respectfully and allow for everyone to express their opinions.                                                                       |
| Class vote                                | The teacher has students vote on a particular issue. Before and after the vote, students discuss the merits of various positions. The teacher might ask students to vote again after the final discussion.                                                                                                                                                                                                       |
| Seminars                                  | The teacher organizes students into groups and has them explore a text, video, or other resource that expresses highly opinionated perspectives about a key issue or topic related to the curriculum content. After discussion in small groups, the whole class joins together to discuss. All groups might explore the same resource or each group might investigate a different perspective on the same topic. |
| Expert opinions                           | The teacher has students research expert opinions on contrasting perspectives and points of view about a particular issue or topic. The class then discusses the merits of the various perspectives and the validity (or lack thereof) of a particular thinker's ideas, positions, and evidence.                                                                                                                 |
| Opposite point of view                    | The teacher has students defend the opposite point of view from the one they agree with or support.                                                                                                                                                                                                                                                                                                              |
| Diagrams comparing perspectives           | The teacher has students use a Venn diagram to compare various points of view. The diagram might highlight areas of congruence and areas of disagreement between two or three ideas.                                                                                                                                                                                                                             |

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| Lincoln-Douglas debate      | The teacher chooses two teams to debate opposing sides of a specific policy or issue. One side argues in favor of the policy or issue (affirmative team) and the other side argues against it (negative team). Each side gets the opportunity to make an opening argument, cross-examine the opposing side, and present a rebuttal.                                                                                                                     |
| Town-hall meeting           | The teacher facilitates a discussion among several parties with varying perspectives, as might be seen in a local town-hall meeting.                                                                                                                                                                                                                                                                                                                    |
| Legal model                 | The teacher has students critically examine how U.S. Supreme Court decisions affect policy as they form their opinions and arguments based on textual evidence from past Supreme Court cases.                                                                                                                                                                                                                                                           |
| What is the question?       | The teacher creates and displays a matrix with content-based categories across the top and point categories (generally 100, 200, 300, 400, and 500) down the side. The teacher also creates clues (words, pictures, or a combination of the two) in each matrix cell, with more difficult clues corresponding to higher point values.                                                                                                                   |
| Name that category          | The teacher creates a game board that looks like a pyramid divided into sections with various categories and point values. The teacher organizes students into teams with one clue giver and one or more guessers. Teams sit so that clue givers face the game board and guessers face the opposite direction. The teacher reveals one category on the game board at a time. Teams compete to determine who answers all questions in the pyramid first. |
| Talk a mile a minute        | The teacher prepares a set of cards, each with a category and list of items that fit in that category. The teacher organizes students into teams and each team designates one team member as the talker. The teacher gives a card to each talker. The talker tries to get his or her team to say each of the words on the card by quickly describing them.                                                                                              |
| Classroom Feud              | The teacher constructs at least one question for every student in the class. Questions can be multiple choice, fill in the blank, or short answer. The teacher organizes students into teams, and they take turns being the responder for their team. The teacher presents a question to a responder who has fifteen seconds to confer with team members and identify the team's answer. The responder tells the team's answer to the teacher.          |
| Which one doesn't belong?   | The teacher creates word groups containing three terms that are similar and one term that is different. The teacher displays one word group at a time. Students, working independently or in groups, have a set amount of time to pick out the term that does not belong and write down why they think that term is different.                                                                                                                          |
| Inconsequential competition | The teacher uses any type of inconsequential competition (including academic games like those previously described) to increase student engagement. While teams compete, it is only for fun. There are no formal positive or negative consequences associated with winning or losing.                                                                                                                                                                   |
| Questions into games        | The teacher turns questions into impromptu games by forming students into four equally sized groups before asking a series of questions during a lesson. After the teacher asks a question, group members talk together for one minute and record their answer on a response card. On the teacher's signal, each group holds up its answer.                                                                                                             |
| Vocabulary review games     | The teacher uses games to review vocabulary with students.                                                                                                                                                                                                                                                                                                                                                                                              |

### Domain 3: Thoughtfully Designed Curriculum

| 3.1 Creating and Conducting Units Based on Standards and Goals |                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy                                                       | Description                                                                                                                                                                                                                                                                 |
| Assessing previous knowledge                                   | The teacher collects or reviews student data in order to plan a unit of study.                                                                                                                                                                                              |
| Identifying and adjusting for potential problems with content  | The teacher anticipates student learning gaps or misunderstandings, and preemptively addresses them. Learning gaps and misunderstandings can be identified through current class assessments, historical student data, and teacher observation of past student performance. |
| Establishing goals                                             | The teacher identifies established goals, enduring understandings, and essential questions.                                                                                                                                                                                 |
| Identifying standards                                          | The teacher aligns unit goals with state academic standards.                                                                                                                                                                                                                |
| Planning the sequence of lessons and learning experiences      | Lessons and activities are planned in a logical sequence to guide and support students' work to achieve stated goals.                                                                                                                                                       |

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| Formative and summative assessments | The teacher uses both formative and summative assessment to inform instruction and track student progress. |
| Building flexible time              | The teacher allows for time to review, revisit, and extend lessons.                                        |

### 3.2 Providing Scales, Rubrics, and Other Performance Indicators

| Strategy                                                                 | Description                                                                                                                                                                                                                                                                                                           |
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| Clearly articulating learning goals or outcomes                          | The teacher clarifies learning goals that state what students will know or be able to do at the end of the unit or series of lessons.                                                                                                                                                                                 |
| Implementing routines for using learning goals, targets, rubrics, scales | The teacher uses routines to encourage students' attentiveness to learning goals and performance descriptors such as rubrics. A routine could be as simple as reviewing a learning goal at the beginning of each class, or it could be more complex and require students to explain components of the goal or rubric. |
| Using teacher-created rubrics and other performance descriptors          | The teacher uses goals, rubrics, scales, etc., as the basis for instruction. For example, if pre-assessments reveal student needs related to a particular learning outcome, the teacher may conduct learning activities based on lower performance levels before addressing proficiency or mastery levels.            |
| Creating student-friendly rubrics                                        | The teacher asks students to translate rubrics into student-friendly language. After the teacher explains the learning outcome, as well as the simpler and more complex learning goals, students work in small groups to create their own wording for the different performance levels on the rubric.                 |
| Identifying individual student learning goals                            | The teacher asks students to identify a personal learning goal that interests them and that relates to the teacher-identified learning goals. Students record their personal learning goals.                                                                                                                          |

### 3.3 Tracking Student Progress

| Strategy                                             | Description                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using formative scores                               | Using formative scores throughout a unit of instruction helps teachers and students monitor progress and adjust if necessary. This is different from summative scores, which represent a student's status at the end of a particular point in time.                                                                                                                                               |
| Designing assessments that generate formative scores | To design assessments that generate formative scores for a particular skill or content, a teacher develops items or tasks that correspond to various levels of performance.                                                                                                                                                                                                                       |
| Using different types of formative assessments       | The teacher uses various types of formative assessments to gauge student learning and progress. These assessments may be separate, intentional student activities; teacher observations of student performance in classroom activities; student-generated activities or products; or other evidence of learning.                                                                                  |
| Generating summative scores                          | The teacher uses different approaches to generating summative scores. A teacher may use a series of formative scores to assign a summative score, or a specific assessment to assign a summative score. Where formative scores track students' progress over time, a summative score indicates an individual student's status at the end of a specific interval of time such as a grading period. |
| Charting student progress                            | The student sets a goal relative to a specific learning outcome at the beginning of a unit or grading period and then tracks his or her scores on the related rubric. At the end of the unit or grading period, the teacher assigns a final, or summative, score to the student for that learning outcome.                                                                                        |
| Charting class progress                              | The teacher monitors the learning of an entire class by tracking the percentage of students who scored at each performance level on a particular assessment.                                                                                                                                                                                                                                      |

### 3.4 Using Informal (Formative) Assessments to Plan or Adjust Instruction

| Strategy                     | Description                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-assessments              | The teacher administers a pre-assessment to students before presenting new content. The teacher can use pre-assessment results to gain an understanding of students' prior knowledge about upcoming content, and can plan units and lessons accordingly. |
| Confidence rating techniques | The teacher asks students to rate how confident they are in their understanding of a topic using hand signals (thumbs-up, thumbs-sideways, or thumbs-down) or using technology (for example, clickers or cell phones).                                   |
| Voting techniques            | The teacher asks students to vote on answers to specific questions or prompts.                                                                                                                                                                           |

|                        |                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Response boards        | The teacher asks students to write their responses to a question or prompt on an erasable response board or response card.                                                                                                                        |
| Unrecorded assessments | The teacher administers an assessment, and students immediately check their own answers. The teacher uses scores as feedback but does not record them. Subsequent instruction is adjusted to address student learning gaps and misunderstandings. |
| Exit tickets           | Students complete an assessment at the end of a lesson. The teacher uses student responses to plan next steps for instruction.                                                                                                                    |

### 3.5 Using Formal (Summative) Assessments to Evaluate student Mastery of Unit Content and Skills

| Strategy                                                                     | Description                                                                                                                                                                                                     |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Common assessments                                                           | Teachers who are responsible for the same content taught at the same level work together to design common assessments that they use to provide formative and summative feedback to students on specific topics. |
| Assessment involving selected-response or short constructed – response items | The teacher creates and scores traditional assessments that employ selected-response and short constructed-response items.                                                                                      |
| Student demonstrations                                                       | The teacher asks students to generate presentations that demonstrate their understanding of a topic. Teachers typically use student demonstrations with skills, strategies, or processes.                       |
| Student interviews                                                           | The teacher holds conversations with individual students about a specific topic and then assigns each student a score that depicts his or her knowledge of the topic.                                           |
| Observations of students                                                     | The teacher observes students interacting with the content and assigns a score that depicts their level of knowledge or skill regarding the specific topic observed.                                            |
| Student-generated assessments                                                | The teacher invites students to devise ways they will demonstrate competence on a particular topic at a particular level of proficiency.                                                                        |
| Response patterns                                                            | The teacher identifies response patterns at various performance levels as opposed to adding points to create an overall assessment score.                                                                       |

## Domain 4: Best Practices for Professionalism

### 4.1 Adhering to School and District Policies and Procedures

| Strategy                 | Description                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Established curriculum   | The teacher follows the curriculum that has been agreed upon for a grade level or subject, including content, skills, assessments, performance tasks, and other expectations. |
| Procedures               | The teacher follows state, district, Board, and school policies and procedures.                                                                                               |
| Presence and punctuality | The teacher is present and punctual in attendance for teaching and supervision assignments, meetings, and other responsibilities.                                             |
| Deadlines                | Assigned tasks are completed on time and as directed.                                                                                                                         |

### 4.2 Implementing Programs or Initiatives for Diversity, Equity, and Inclusion

| Strategy                         | Description                                                                                                                                                                                                                                                                |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Diversity, inclusion, and equity | The teacher learns and implements methods to promote equitable and inclusive experiences for all students, honoring their diverse abilities, identities, backgrounds, traditions, beliefs, socioeconomic statuses, etc.                                                    |
| Accessible experiences           | The teacher creates learning experiences that are accessible to students by building background knowledge, choosing materials and creating activities that appeal to students, and avoiding or alleviating barriers to students' participation or accomplishment of goals. |

### 4.3 Promoting Parent Involvement in Student Learning

| Strategy      | Description                                                                                                                                                                                                                                       |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | Various methods of communicating with families are used as appropriate, including newsletters, phone calls or texts, emails, and technology tools such as PowerSchool, Canvas, and Seesaw. Communications with parents are timely and productive. |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication modalities               | The teacher communicates with families using words, visuals, and auditory formats according to the needs of students and their families. This effort may involve obtaining additional tools, resources, or assistance from others such as the EL Collaborative Teacher, Teacher of Record, EL Family Liaison, SLP.                                                                                                                                                                                                                                    |
| Relationships                          | The teacher strives to form relationships that allow families ample opportunity to participate in student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Family connections                     | Parent involvement is invited through authentic (“real world”) exercises, family learning activities, interviews, and other opportunities for meaningful contributions to student learning.                                                                                                                                                                                                                                                                                                                                                           |
| Parent confirmation of communication   | The teacher provides a signature sheet or digital form for parents to acknowledge the receipt of class information, providing information and instructions in accessible format (text, visual, auditory) and language.                                                                                                                                                                                                                                                                                                                                |
| Use of technology tools to communicate | The teacher exploits features of programs such as PowerSchool, Canvas, and SeeSaw to facilitate communication with families. Examples include importing email lists from PowerSchool into Gmail; including information such as expectations, grading practices, assignments, and due dates in PowerSchool course descriptions; encouraging parents to be course observers in Canvas; and using Canvas Announcements and Messages to convey important information. Information is provided in accessible format (text, visual, auditory) and language. |

#### 4.4 Maintaining Expertise in Content and Pedagogy

| Strategy                                     | Description                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engagement in personal professional growth   | The teacher actively seeks opportunities to improve knowledge and practice. Examples include, but are not limited to, book studies, school- or district-sponsored trainings, conferences and workshops outside the district, action research, PLC discussions, program reviews, curriculum development, and professional reading. |
| Coaching cycles                              | The teacher collaborates with instructional coaches in coaching cycles.                                                                                                                                                                                                                                                           |
| Coachability                                 | Constructive feedback is welcomed and acted upon.                                                                                                                                                                                                                                                                                 |
| Implementing and sharing professional growth | The teacher applies knowledge gained through professional growth experiences, and seeks or initiates opportunities to share with others.                                                                                                                                                                                          |
| Leading professional growth for others       | The teacher leads professional growth activities.                                                                                                                                                                                                                                                                                 |
| Innovation                                   | The teacher seeks ways to implement new practices into instruction. S/he develops novel approaches to improving student learning, taking informed risks and evaluating the effectiveness of innovations.                                                                                                                          |

#### 4.5 Providing Leadership

| Strategy                                                           | Description                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive school culture                                            | The teacher provides positive leadership to carry out school operations and achieve school goals. S/he contributes ideas and expertise to advance the school's mission and initiatives. S/he organizes, participates in, and/or attends school activities outside of assigned duties.  |
| Participation in PLCs, committees, and other leadership structures | The teacher is reliable and follows through on commitments to others and to the work. S/he is accountable to group goals, outcomes, and success. The teacher works as a member of a team, shares knowledge and skills, and actively contributes to ongoing school improvement efforts. |
| Fostering group membership                                         | The teacher promotes the importance of all group members' perspectives being valued.                                                                                                                                                                                                   |
| Facilitating professional learning for adults                      | The teacher fosters mutual responsibility for all group members' learning and contributes to the development and delivery of professional learning opportunities for colleagues. The teacher uses strategies to promote inclusion and effective group dynamics.                        |
| Building trusting relationships with colleagues                    | The teacher listens intentionally, operates from an ethical perspective, and takes a caring stance when working with colleagues.                                                                                                                                                       |
| Collaboration                                                      | The teacher seeks, contributes to, or creates opportunities to work with and learn from others. They collaborate with other professionals to improve school effectiveness.                                                                                                             |
| Mentorship                                                         | The teacher serves as a formal or informal mentor for peers.                                                                                                                                                                                                                           |

#### 4.6 Using Available Resources Effectively

| Strategy | Description |
|----------|-------------|
|----------|-------------|

|                                |                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resourcefulness                | The teacher seeks supplies, equipment, and learning activities that meet student needs.                                                                                                                                                          |
| Diverse perspectives           | The teacher integrates diverse perspectives and cultures into learning experiences in order to expand, enhance, or enrich student understanding.                                                                                                 |
| Peer collaboration             | The teacher works with peer teachers to collaboratively plan and utilize school resources.                                                                                                                                                       |
| Established curriculum         | The teacher finds guidelines and curriculum maps for subject matter through the established curriculum of the district. Peer teachers, mentors, media specialists, department chairs, and administrators may direct teachers to these resources. |
| Purchased/subscribed resources | The teacher utilizes materials purchased or subscribed for the course. Peer teachers, mentors, media specialists, department chairs, and administrators may direct teachers to these resources.                                                  |
| Online resources               | The teacher curates appropriate materials using available resources such as managed databases, collections from professional organizations, links from school and public libraries, etc.                                                         |
| Use of technology              | Technology tools are effectively integrated into instruction. These tools are selected for how they support student learning, not merely for their novelty or utility to the teacher.                                                            |

# Appendix D

## Professional Growth and Evaluation Program

### Professional Growth Process

The Focused Professional Growth Process is designed to continuously improve professional practice aligned to the Noblesville Schools Standards of Professional Practice and Developmental Scale. Participation in this process will serve the dual roles of achieving or maintaining highly effective status while improving student learning. Reflective questions are meant to facilitate this process. The process outlined below is included in SFS and will appear as checklist items in SFS as appropriate based upon each individual's current category.

Step 1: Complete the Self-Assessment in SFS.

Step 2: Use the results of the self-audit to identify and select standard(s) related to strategies for targeted, continuous improvement.

Reflective questions:

- Which standards identified through the self-audit will provide me the best opportunity for targeted improvement?
- What strategies related to these standards will provide me the best opportunity for targeted improvement?
- How will these standards and strategies improve the effectiveness of my professional practice and student learning outcomes?

Step 3: Consider how selected standard(s) and strategies may affect

- professional learning and collaboration
- professional practice
- student learning

Reflective questions:

- What professional learning will I pursue to grow in the target area?
- How will my collaboration with colleagues (collaborative teams, instructional coach, peer partnerships, administrators, etc.) be affected?
- How will my planning and instruction need to be different in order to grow in the target area? What will I need to do more? What will I need to do less?
- What resources will I need for professional learning, collaboration, planning, and instruction?
- What evidence will show my progress in the target area? How and when can that evidence be collected?

Step 4: Complete the Professional Growth Process Form in SFS.

- Standard(s) selected for targeted growth based upon self-audit and reflection (List all that apply.)
- Related strategies to support standard(s) for targeted growth (List all that apply.)
- Actions for professional learning and growth (e.g. coaching cycles, professional reading, action research, etc.)
- Evidence to be gathered to show growth (e.g. evaluator, peer, and/or video observation; student and/or teacher portfolios; students growth and/or achievement data; etc.)

# **Appendix E**

## **Professional Growth and Evaluation Program**

### **Teacher Comment Form**

Teacher

Date

Assignment

School

Years in Noblesville Schools

Administrator

A teacher may make any comment that will assist in interpreting statements of the evaluator. A teacher with an Annual Effectiveness Rating of Ineffective may request a meeting with the superintendent to discuss the rating. The teacher must submit this completed form to the building principal within five school days of the teacher's evaluation conference or receipt of the evaluation worksheet. A copy of this form will be attached to the evaluation worksheet.

---

Teacher Signature

---

Date

# Appendix F

## Professional Growth and Evaluation Program

### Professional Improvement Plan

Teacher:

Administrator:

Teaching Assignment:

School:

#### Development and Implementation of Professional Improvement Plan

This Professional Improvement Plan was developed jointly by [teacher, administrator, other] at a series of meetings between [date] and [date]. This Plan is to be implemented by the teacher and must result in an effective or highly effective teaching performance in all standards by [end date].

Note that relevant professional development used for license renewal credits must form part of this action plan.

Areas in Which Improvement Must Occur [List relevant Domains. Domains may vary for groups such as counselors who have specialized Standards of Professional Practice.]

Domain 1: Learning-Centered and Collaborative Culture  
[List relevant standards.]

Suggested Improvement Activities:

---

Domain 2: Meaningful Student Learning Experiences  
[List relevant standards.]

Suggested Improvement Activities:

---

Domain 3: Thoughtfully Designed Curriculum/Purposeful Assessment and Reflection  
[List relevant standards.]

Suggested Improvement Activities:

---

Domain 4: Best Practices for Professionalism  
[List relevant standards.]

Suggested Improvement Activities:

---

### Evaluation Method, Evaluator(s), and Duration of Plan

Observations will be scheduled by the administrator, and both observations and walkthroughs may be conducted by administrator(s), department chairperson, or other(s). Feedback will be provided to the teacher after scheduled observations. The Plan will be reviewed and concluded or continued. If this Plan addresses only *some* of the competencies in need of improvement, another Plan may be created at the conclusion of this Plan to address remaining competencies.

### Evaluation

The minimum acceptable teaching performance is a rating of Effective or Highly Effective on each standard targeted in this Professional Improvement Plan.

### Professional Improvement Plan Agreement

The responsibility for attaining an acceptable teaching performance lies with the teacher] Support, suggestions, and periodic assessments of progress will be provided by the administrator.

After conferring with my evaluator, I will make my best effort to fully implement this Professional Improvement Plan and improve my performance in targeted standards before the end date of the Plan.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_

The signatures above indicate agreement to the Professional Improvement Plan as written.

---

### Review of Professional Improvement Plan

The teacher's performance on each standard targeted in this Professional Improvement Plan

\_\_\_\_\_ is effective or highly effective, and this Plan is concluded. The teacher is expected to maintain effective or highly effective performance in all standards, including those addressed in this Plan.

\_\_\_\_\_ has improved, and this Plan is concluded. The teacher is expected to maintain effective or highly effective performance in all standards, including those addressed in this Plan. Another Plan will be created to target any additional standards in which the teacher's performance needs improvement or is ineffective.

\_\_\_\_\_ needs improvement or is ineffective. The evaluator may recommend that the school district cancel or decline to continue the teacher's contract.

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_