Connection Document of Observable Behaviors

This guide is designed to identify the observable behaviors that represent each of the elements in the Ribas Associates Teacher Performance Rubric.

Connection documents of observable behaviors served two important purposes in an educator evaluation system. First, they insure completed transparency for all teachers and administrators. Everyone knows the exact observable behaviors associated with each of the performance elements in the rubric. Second, it insures that all evaluators are applying the rubric in a consistent manner. This leads to high levels of inter-reliability. A teacher's evaluation should always be base on objective observable behaviors and artifacts. Connection documents of observable behaviors significantly diminish evaluator subjectivity.

The four level teacher performance rubric created in many states was designed to be general enough for local districts to assign their own specific observable behaviors to represent each of the elements. Unlike the Texas rubric, which has 57 pages of specific elements, the most state rubrics are under 20 pages long. The advantage to a more general document is that local districts have more control in deciding the observable behaviors that represent the elements. The challenge for states and districts is that they now need to connect the elements to specific observable behaviors to insure there is complete transparency of expectations across the district and inter-rater reliability among the evaluators.

To assist districts with this task we have connected the elements in the Ribas Associates Techer Performance Rubric with the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Seider 2010). Districts are encouraged to modify this document by adding their own district specific connections. Local assessments, local curriculum maps, pacing guides, local professional expectations are examples of the types of local connections that should be added to this guide.

Ribas Associates Rubric Connection Document of Observable Behaviors that Represent Exemplary Performance

I. EFFECTIVE PLANNING AND PREPARATION

A. The teacher is up to date regarding curriculum content.

	Exemplary	Observable Behaviors
I.A.1 *Content Knowledge*	Demonstrates mastery knowledge of the content in the core curriculum of the teacher's assignment. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Is able to describe the specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her student population. 2. Is able to explain the information and skills contained in the State/Province Standards and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum. 3. Teaches the content found in the state/province standards and the common core. 4. Teaches the district prescribed for the population (e.g., ACE).
I.A.2 *Teaches prescribed curriculum*	Always teaches the prescribed Camelot Public Schools curriculum. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Teaches the content found in the state/province standards and the common core. 2. Teaches the district prescribed for the population (e.g. ,ACE). 3. Is able to explain the information and skills contained in the state/province standards and the common core during discussions with supervisors and colleagues and in the district prescribed curriculum.

B. The teacher plans instruction effectively.

	Exemplary	Observable Behaviors
I.B.1 *Identifies student needs and plans appropriate materials*	Planning shows evidence that the teacher identifies individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and to students' learning styles. Planning requires students to demonstrate initiative in their use of the materials and technology. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Provisioning (p. 92) 2. Planning focused on mastery objectives (pp. 11–13)

I.B.2 *Creates cognitive context*	Planning shows evidence that the teacher creates a cognitive context for the new learning by framing the curriculum around all of the following: ▪ students' own prior knowledge ▪ student's own lives ▪ real world context ▪ identified prerequisite skills concepts ▪ identified prerequisite vocabulary that is important for students to know in order to be successful at a task. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. (Chapter 1) Standards-Based Planning and Teaching 2. Differentiated instruction lesson planning (pp. 252-257), including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)> 3. Mastery objectives (pp. 11–13, 39–40) and their communication 4. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why. 5. Activators (pp. 43–50) 6. Summarizers (pp.. 62–68) 7. All 11 components of effective group work (pp. 91–96). 8. Flexible grouping (p. 280) 9. Provisioning materials (p. 92) 10. Uses appropriate technology to increase student motivation and mastery.

I.B.3 *Designs engaging curriculum experiences*	Planning shows evidence that the teacher designs engaging curriculum experiences in which students take increasing responsibility for their own learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Understands and incorporates the elements of engaging teaching (pp. 119, 313).
		2. Using effective techniques to engage students in learning:
		   a. Scoring guides (pp. 174–188);
		   b. Self-assessments (pp. 151–170);
		   c. Connecting content to real–world (pp. 56–59, 312–313, 315).

I.B.4 *Integrates teaching of reading, listening, writing, speaking, and viewing*	Planning shows evidence that the teacher integrates the teaching of reading, listening, writing, speaking, and viewing skills within discipline. It allows for student initiative in assessing their own use of these skills. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Incorporates effective reading and writing coaching (pp. 60–61). 2. Uses effective questioning techniques and calling-on patterns to foster high student participation (pp. 212–213, 229–235) and effective group work (pp. 165–169, 280). 3. Implements the use of student self-assessments as a way of increasing student ownership and initiative over their use of reading, writing, speaking, and listening (pp. 151–170).
I.B.5 *Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis*	Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments. Plans allow students to demonstrate these skills with one another as well as with the teacher. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 1: Standards-Based Planning and Teaching; also see the essay on special education (pp. 33–34). 2. Standards-Based Unit planning (pp. 22–25). 3. Uses essential questions (a.k.a. important concepts) (pp. 22, 52). 4. Teacher can explain how the skills taught in school transfer to life outside of school. 5. Bloom's Taxonomy (p. 288).

I.B.6 *Teacher provisioning*	Planning and preparation shows evidence that the teacher has exemplary provisions for the lesson. All materials are prepared and ready for use before the start of class. Additionally, the teacher has prepared supplementary support materials ahead of time in case any students need extra resources. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Provisioning materials (p. 92)

II. EFFECTIVE ASSESSMENT OF CURRICULUM AND INSTRUCTION

NOTE: The effective planning of assessments is found in the assessment standard that follows.		
A. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.		
	Exemplary	**Observable Behaviors**

II.A.1 *Lesson plans include assessments*	Lesson plans include the use of a wide variety of assessments that describe a student's learning process as well as his/her learning achievements. Examples can include student reflection through response journals, debriefings, and group discussions. There is evidence that the students know how to independently use these assessments. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Use disaggregated state/province, district, and school data to inform instruction.
		 2. (Chapter 4) Using Teacher-Made, Local, and State Assessments to Inform Instruction
		 3. (Chapter 5) Questioning Practices that Improve Student Performance
		   a. Chooses questions prior to the start of the lesson based on the purposes of the questions (pp. 205–206.
		   b. Appropriate mix of recall, comprehension, and H.O.T.S (pp. 214–217) to check and develop higher-order thinking.
		   c. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (p. 235).
		   d. Wait time I and II (pp. 222–225).
		   e. Dipsticking (pp. 206–207).
		   f. Manages space and proximity to check understanding (pp. 82–85).
		   g. Avoiding multiple questions in quick succession (p. 219).
		   h. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues.
		   i. Effective response to incorrect answer (pp. 227–229).
		   j. Calling on pattern and prompts that includes all students in the Q and A (p. 212).
		   k. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229-231).
		   l. Prompting that pushes students to answer thoroughly (p. 212: students who don't volunteer; pp. 212-213: students who answer "I don't know"; p. 213: pushing students t answer thoroughly).
		   m. No "happy talk" (p. 218).
		   n. Avoids repeating students' responses (unless to clarify, or if the teacher believes other students did not hear the response) (pp. 226-227).

II.A.2 *Lesson plans include scoring guides*	Lesson plans frequently include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of the teaching. There is evidence that the scoring guides were developed with student input. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Rubrics and other scoring guides that clearly articulate quality of work. 1. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pp. 174–189). 2. Student self-assessment (pp. 159–170).

II.A.3 *Uses variety of formative assessments*	Utilizes a variety of formative assessments, including dipsticking to assess students' confusions, misconceptions, and levels of mastery for making instructional revisions and decisions. Students demonstrate support and/or assistance of the peers who are experiencing confusions, misconceptions, and a slower rate of mastery. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Formative Assessments (pp. 147–148) 2. Dipsticking (pp. 206–207)
II.A.4 *Checks students' level of mastery*	Checks for students' level of mastery of information and skills, on average, more often than every 15 minutes during the lesson. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 6 2. Levels of mastery (pp. 252–257)
II.A.5 *Provides students with differentiated ways to demonstrate mastery*	Provides students with differentiated ways to demonstrate mastery. The teacher promotes students' knowledge of their own learning styles and most effective means of assessment. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Performance assessments (pp. 150–154)
II.A.6 *Constructs summative assessments*	Constructs summative assessments that accurately assess student mastery. Assessments include authentic performance assessments and differentiated ways for students to demonstrate mastery. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Performance assessments (pp. 150–154)
II.A.7 *Utilizes assessments that assess how and what students learn*	Utilizes assessments that assess how students learn as well as what they learn. Students demonstrate knowledge of how they learn best. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Formative Assessments (pp. 147–148) 2. Dipsticking (pp. 206–207) 3. Performance assessments (pp. 150–154)

II.A.8 *Assessments are aligned with objectives*	All of the assessments are aligned with the objectives of the lesson and unit. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Assessments aligned with mastery objectives (pp. 252–257)
II.A.9 *Communicates student progress to parents, students, and staff*	Communicates student progress to parents, students, and staff members in a timely fashion. Communication includes information on how students learn. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Informs parents of their impact on student learning by explaining the impact of year-round learning on student achievement (pp. 396–397). 2. Informs parents of the top 10 list or How Can I Help My Child Keep Learning This Summer strategies (pp. 397–398). 3. Communicates impact of home and family on learnable intelligence (pp. 321–324). 4. Provides students with study guides to assist with home preparation for tests and quizzes. 5. Provides and explains to parents the appropriate rubrics and criteria sheets used to assess student performance. 6. Engages parent involvement with homework (pp. 96–105). 7. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents (pp. 399–403). 8. Uses newsletters and/or websites to communicate expectations to parents (pp. 404–415). 9. Uses student portfolios as a means of communicating expectations and achievement to parents (pp. 415–416). 10. Effectively uses email for parents communication (p. 416). 11. Supports and facilitates student-led parent conferences for special education teachers (and general education teachers) (pp. 417–419).

B. Teachers will use available state and national test results to inform and adjust their instruction to improve student performance.		
	Exemplary	**Observable Behaviors**
II.B.1 *Revises instruction based on assessment data*	Revises instruction to improve student performance in ways indicated by the standardized assessment data. Demonstrates initiative in working with peers to change instruction based on the data. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. (Chapter 4) Using Teacher-Made, Local, and State Assessments to Inform Instruction 2. (Chapter 6) Differentiating Instruction to Meet the Needs of Diverse Learners 3. Essays on teaching English-language learners and special education students at the end of each chapter. 4. Knows which assessments should be analyzed to better understand student performance and the impact of his or her teaching on student performance. 5. Is able to explain the assessment data for individuals and groups of students for whom he or she is responsible and explain specific actions he or she can take to improve student performance. 6. When communicating with colleagues about student assessment data, demonstrates the characteristics of the team norms (see sample team norms on p. 463 and team norms self-assessment (p. 467) and works to bring the group to the highest stages (p. 464) of Collegial Professional Development Groups. *[insert here: 1. the names of the district's assessments teacher are expected to use in their practice 2. Descriptions of observable behaviors that will indicate the teacher is using the data from these assessments to adjust practice]*

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

The teacher creates an environment that is positive for student learning and involvement and maintains appropriate standards of behavior, mutual respect, and safety.

	Exemplary	Observable Behaviors
III.1 *Students take responsibility for learning and behavior*	Implements experiences in which students self-assess and take increasing responsibility for their own learning and behavior. Students demonstrate support for those students who are having difficulty following the behavior expectation. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Mastery objectives (pp. 11-13, 39-40) and their communication 2. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why

III.2 *Encourages open dialogue promoting different viewpoints*	Encourages open dialogue that promotes differing viewpoints. Students demonstrate support for the differing ideas of their peers. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. (Chapter 5) Questioning Practices that Improve Student Performance
		   a. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (p. 235)
		   b. Wait time I and II (pp. 222-225)
		   c. Dipsticking (pp. 206-207)
		   d. Manages space and proximity to check understanding (pp. 82–85).
		   e. Avoiding multiple questions in quick succession (p. 219).
		   f. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues.
		   g. Effective response to incorrect answer (pp. 227–229).
		   h. Affirms correct responses with specific praise (pp. 226–227).
		   i. Calling-on pattern and prompts that include all students in the Q and A (p. 212).
		   j. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229–231).
		   k. Prompting that pushes students to answer thoroughly (p. 212: students who don't volunteer; pp. 212-213: students who answer "I don't know"; p. 213: pushing students t answer thoroughly).
		   l. Students are respectful of other students' responses (p. 229).
		   m. No "happy talk" (p. 218).

III.3 *Understands child growth and development*	Helps other staff members use the principles and patterns of child growth and development as part of their classroom management. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	(Chapter 8) The Brain and Student Learning

III.4 *Establishes and teaches classroom rules, routines, and expectations*	Instructs students in classroom rules, routines, and expectations that promote a high level of student engagement. Students demonstrate a high level of mastery and a high level of self- and peer-monitoring. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Establishes clear rules, routines, and expectations related to academic expectations (pp. 86–107). 2. Consistency in classroom management (pp. 86–96, 120). 3. Routines (pp. 86–91).
III.5 *Engages students in creating systemic approach to classroom management*	Engages students in creating a systematic approach to classroom management. Demonstrates an awareness of students' individual beliefs (personal, family, and cultural) related to school behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Student self-assessment of behavior (pp. 110–115). 2. Classroom management (Chapter 4).
III.6 *Maintains professional boundaries*	Always maintains appropriate professional boundaries with students and creates a classroom in which all do the same. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Creates, supports, and maintains effective, positive, and healthy teacher-student relationships and ensures that all classroom adults do the same (pp. 80). 2. Fosters a supportive classroom environment in which there are effective, healthy student–to–student interactions (p. 81).
III.7 *Uses system of rewards and consequences*	Uses an effective system of rewards and consequences that promotes student self-monitoring of behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Effective rewards and consequences (pp. 116–119).
III.8 *Models respectful behavior*	Models respectful behavior expected in our school community. Students demonstrate this respectful behavior to one another. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Clear expectations and student self-assessment of behavior (pp. 110–115).
III.9 *Develops safe and respectful relationships with students*	Actively develops relationships with students in which they feel the teacher likes and respects them and which cause students to behave similarly toward staff. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Demonstrates all nine components of effective classroom management (Chapter 3). 2. Creates a safe intellectual environment by doing the following: a. Supportive responses to incorrect answers (pp. 227–229); b. Builds supportive student-to-student relationships (pp. 81–82); and c. "Inviting" student questions (p. 235: invitational questions).

III.10 *Develops safe and respectful relationships among students*	Actively develops relationships among students in which they feel liked and respected by one another. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Student-to-student interactions: 1. Effective turn and talk (embedded and monitored); 2. Effective processing partners (pp. 209–211, 230: embedded and monitored); 3. All 11 components of effective group work (pp. 91–96); 4. Questioning strategies that lead to students interacting with one and other during Q and A sessions (processing partners, wait time); 5. Students are respectful of other students' comments and ideas (pp. 81–82); 6. Creates a space that facilitate student-to-student contact (pp. 82–85); and 7. Wait time II (pp. 222–225) to encourage more student-to-student interaction during question and answer sessions.
III.11 *Uses classroom arrangements and physical proximity to address misbehavior*	Uses classroom arrangements and physical proximity to reduce, and address instances of, misbehavior. Classroom arrangements also increase students' opportunity to work effectively with a wide variety of classmates. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Classroom space (pp. 82–86)
III.12 *Consistently implements classroom management plan*	Is consistent in the implementation of the classroom management plan. Most students can readily describe the components of the classroom management plan. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Consistency in classroom management (pp. 86–96, 120).
III.13 *Monitors and responds to behavior of students outside of the classroom*	Monitors and responds to the behavior of all students in places outside of the classroom. Takes initiative in ensuring students demonstrate appropriate behavior in bathrooms and other common areas before, during, and after school. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Establishes clear rules, routines, and expectations related to academic expectations (pp. 86–107).

IV. EFFECTIVE INSTRUCTION

A. Develops a Cognitive Context for Learning		
	Exemplary	**Observable Behaviors**
IV.A.1 *Makes connections between concepts taught and prior knowledge and the real world*	Makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning. Students demonstrate an ability to make their own connections in addition to those made by the teacher. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Connecting to students' own lives and the real world (pp. 56–58). The teacher connects what the students will know and be able to do in the lesson to its real-world application and the students' own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson.
IV.A.2 *Uses activators*	Uses activators at the outset of the lesson and summarizers at the conclusion of the lesson. The activator captures the students' interest in the lesson. The summarizer both summarizes and assesses the students learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Activators (pp. 43–50). 2. Strategies for the close of class (pp. 62–68).
IV.A.3 *Effectively utilize the agenda*	Students demonstrate initiative in reading the posted agenda at the outset of the lesson. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Effective use of agendas in class (pp. 40–41).
IV.A.4 *Effectively post and utilize the mastery objective*	Students demonstrate initiative in reading the posted mastery objectives at the outset of the lesson. Mastery objectives are in observable language that is understood by students. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Mastery objectives (pp. 11–13, 39–40) and their communication. 2. Mastery objectives clearly posted, in mastery form (student-friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why.
IV.A.5 *Connects lesson to mastery objective*	Ties what students are learning to the mastery objective during the lesson. Students demonstrate the ability to make their own connections between what they are learning and the mastery objectives. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Mastery objectives (pp. 11–13, 39–40) and their communication. 2. Mastery objectives clearly posted, in mastery form (student-friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why.

IV.A.6 *Clearly communicates using visual and auditory instructions*	Communicates directions clearly, using both visual and auditory instructions and models where appropriate. Students demonstrate a willingness to show when they are not clear on how to carry out the directions. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Impact of use of visuals on learning (pp. 54–55). 2. Clear directions (pp. 59–60).

B. The teacher uses appropriate instructional techniques including differentiated instruction.

	Exemplary	Observable Behaviors
IV.B.1 *Remediates, re-teaches and extends to meet student needs*	Remediates, re-teaches, or extends teaching to meet individual and/or group need based on formative and summative assessments. Students take the initiative in seeking out remediation when they need it. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Flexible grouping (p. 280). 2. Differentiated instruction lesson planning (pp. 252–257, 290-305), including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter)
IV.B.2 *Uses appropriate materials*	Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students take the initiative in seeking out materials they need to reinforce and extend skills or better meet their learning styles. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Uses appropriate technology to increase student motivation and mastery.
IV.B.3 *Uses appropriate instructional strategies*	Uses a variety of appropriate instructional strategies (e.g., group and partner work) in order to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students are able to describe the instructional strategies that best meet their learning styles. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Cultivates and supports all 11 components of effective group work (pp. 91–96). 2. Varied instructional strategies [chapters 2,4,5,6,7] 3. Effective turn and talk (embedded and monitored). 4. Effective processing partners (pp. 209–211, 230: embedded and monitored). 5. Questioning strategies that lead to students interacting with one and other during Q and A sessions (processing partners, wait time). 6. Flexible grouping (p. 280). 7. Differentiated instruction lesson planning (pp. 252-257, 29) including planning for special education, ELL, and other special population students (essays on special education and ELL at the end of each chapter).

C. The teacher uses appropriate questioning techniques.		
	Exemplary	**Observable Behaviors**
IV.C.1 *Uses effective questioning*	Uses a variety of questions, including those that develop higher-order thinking skills and the development of students' ideas. Students are able to explain the difference between recall, comprehension, and higher-order thinking questions. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	(Chapter 5) Questioning Practices that Improve Student Performance 1. Chooses questions prior to the start of the lesson based on the purposes of the questions (pp. 205–205). 2. Appropriate mix of recall, comprehension, and H.O.T.S (pp. 214–217) to check and develop higher order thinking. 3. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (pp. 235). 4. Wait time I and II (pp. 222–225). 5. Dipsticking (pp. 206–207). 6. Manages space and proximity to check understanding (pp. 82–85). 7. Avoiding multiple questions in quick succession (pp. 219). 8. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues. 9. Effective response to incorrect answer (pp. 227–229). 10. Affirms correct responses with specific praise (pp. 226–227). 11. Calling-on pattern and prompts that include all students in the Q and A (pp. 212). 12. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229–231). 13. Prompting that pushes students to answer thoroughly (p. 212: students who don't volunteer), (212–213: students who answer "I don't know"), (p. 213: pushing students t answer thoroughly) 14. Students are respectful of other students' responses (p. 229). 15. No "happy talk" (p. 218). 16. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response, (p. 226-227)
IV.C.2 *Encourages divergent thinking*	Frequently encourages divergent thinking through guided inquiry. Students demonstrate initiative in their guided inquiry. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Students are respectful of other students' responses (p. 229). 2. Affirms responses with specific praise (p. 226–227). 3. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (p. 235).
IV.C.3 *Uses effective wait time*	Uses sufficient levels of wait time I and II. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Wait time I and II (p. 222–225).
IV.C.4 *Encourages participation through*	Consistently responds to students' questions and answers in ways that encourage student participation and risk-taking. Responses also encourage student-	1. Avoiding multiple questions in quick succession (p. 219). 2. Extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues.

question responses	to-student dialogue. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	3. Effective response to incorrect answer (pp. 227–229).
		4. Affirms correct responses with specific praise (pp. 226–227).
		5. Calling-on pattern and prompts that includes all students in the Q and A (p. 212).
		6. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229–231).
		7. Prompting that pushes students to answer thoroughly (p. 212: students who don't volunteer), (212–213: students who answer "I don't know", (213: pushing students t answer thoroughly).
		8. Students are respectful of other students' responses (pp. 229).
		9. No "happy talk" (pp. 218).
		10. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) (pp. 226–227).
		11. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (pp. 235).

D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

	Exemplary	Observable Behaviors

IV.D.1 *Uses innovative approaches to improve instructional practices*	Regularly tries innovative approaches to improve instructional practices that result in increased student learning. Shares these approaches with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Engage in job-embedded action research (Chapter 10).
		    a. Classroom case-study (pp. 429–436) using student interviews, videotaping, student work, checklists and questionnaires;
		    b. Data analysis (pp. 435–436).
		 2. Implements effective and innovative instructional approaches that develop a cognitive context for learning (Chapter 2).

IV.D.2 *Uses technology to increase student learning*	Uses technologies to increase student learning and confidence about learning. Shares these approaches with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. When appropriate, uses tablets, computers, document readers, SMART boards, Internet, video, and other technologies to increase the level of student mastery. 2. Students have been taught how to independently use the technology.

IV.D.3 *Assesses instructional strategies*	Assesses instructional strategies in authentic ways by comparing intended and actual student learning outcomes. Obtains student feedback on the effectiveness of these strategies. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Use effective formative assessments to gauge effectiveness of instructional strategies (pp. 147–148).
		 2. Dipsticking (pp. 206–207).
		 3. Engages in professional learning communities, dialogues, or study groups to evaluate outcomes.
		    a. Professional Learning Communities (pp. 462–468).
		    b. Peer–Reflection Teams (pp. 468–479).
		    c. Lesson Studies (pp. 480–484).
		    d. Peer Observations (pp. 484–503).
		    e. Study Groups (pp. 504–508).
		 4. Uses data to inform instruction (from teacher, district and state formative and summative assessments).
		 5. Encourages student ownership over learning and class (pg. 82)

E. The teacher communicates and demonstrates high standards and high expectations of students. The teacher promotes confidence and perseverance in the students that stimulates increased personal student responsibility for achieving the goals of the curriculum.

	Exemplary	Observable Behaviors
IV.E.1 *Provides regular feedback*	Provides feedback, in written and verbal ways, to students on their progress on lesson goals and objectives, individually when appropriate. Provides feedback in a way that teaches self-assessment of their performance against known target performances. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. [Insert here the district systems for reporting to parents] 2. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 3. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery, pp. 2–3). 4. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see pp. 385–393). 5. Cultivates an environment of student self advocacy (pp. 508–512).
IV.E.2 *Communicates standards, expectations, and guidelines for student work*	Effectively communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools. Students demonstrate their mastery of these expectations and guidelines. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Rubrics and other scoring guides that clearly articulate quality of work. 2. Rubrics, criteria sheets, anchor papers that clearly describe work and behavior expectations (pp. 174–189). 3. Student self-assessments (pp. 159–170).
IV.E.3 *Encourages student open thinking and risk taking in responses to student answers*	Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks. Uses effective effort and learnable intelligence strategies designed to increase students' belief that they can master high-level information and skills. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Students are respectful of other students' responses (p. 229). 2. Affirms responses with specific praise (pp.226–227). 3. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (p. 235).
IV.E.4 *Teaches and demonstrates belief that effort is key to achievement*	Actively teaches and students demonstrate the belief that effort and skill acquisition are keys to high achievement. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Cultivates an environment of student self-advocacy (pp. 508–512). 2. Affirms responses with specific praise (pp.226–227). 3. Checking understanding questions are invitational; students feel safe to ask questions or ask for assistance (p. 235). 4. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery, pp. 2–3). 5. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see pp. 385–393).

IV.E.5 *Models enthusiasm, skills, attitudes, and values central to subject matter*	Models the skills, attitudes, values, and processes central to the subject being taught and demonstrates an enthusiasm for the subject being taught. Students demonstrate an enthusiasm for the skills, attitudes, values, and processes central to the subject being taught. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Is able to explain the information and skills contained in the state/province standards and the common core during discussions with supervisors and colleagues and in the district prescribed curriculum. 2. Is able to describe the specific pedagogy (in addition to the universal pedagogy found later in this standard and in Standard II) for his or her student population. 3. Modeling enthusiasm (pp. 59, 312–313).
IV.E.6 *Uses feedback and goal setting to increase motivation and student ownership*	Uses feedback and student goal-setting in order to increase student motivation and ownership of learning. Students demonstrate initiative in setting goals for their own learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. [Insert here the district systems for reporting to parents] 2. Students can tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 3. Teacher is observed interacting with students in ways that assist students in understanding their levels of mastery on the information and skills being taught (see levels of mastery pp. 2–3). 4. Demonstrates the characteristics of effective communication and conferencing with parents and guardians (see pp. 385–393). 5. Cultivates an environment of student self-advocacy (pp. 508–512).
IV.E.7 *Cultivates and encourages students' eagerness*	Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take the initiative to complete such tasks successfully. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 7 "Raising Students' Intelligence and Motivation" (including the six components for increasing motivation listed on p. 311). 2. Effective response to incorrect answer (pp. 227–229). 3. Affirms correct responses with specific praise (pp. 226–227). 4. Calling-on pattern and prompts that include all students in the Q and A (p. 212). 5. "Inviting" student questions (p. 235: invitational questions). 6. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229–231). 7. Prompting that pushes students to answer thoroughly (212: students who don't volunteer), (212–213: students who answer "I don't know", (213: pushing students t answer thoroughly). 8. Students are respectful of other students' responses (p. 229). 9. No "happy talk" (p. 218). 10. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) (pp. 226–227). 11. Learning styles inventory (pp. 259–260). 12. Connecting to students' own lives and the real world (pp. 56–58). 13. The teacher connects what the students will know and be able to do in the lesson to its real-world application and the students' own lives early in the lesson, at appropriate times during the lesson, and at the end of the lesson. 14. Wait time I and II (pp. 222–225) to avoid discouraging student participation from those who process more slowly or ELLs.

IV.E.8 *Identifies and collaborates with students needing extra support*	Regularly identifies students needing extra help and secures student cooperation and participation in extra-help sessions. Students take the initiative in seeking out extra help. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Impact of cultivating student relationships (pp. 314–316). 2. Strategies for leveraging relationships (pp. 80–82).
IV.E.9 *Meets needs of students not meeting expectations*	Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the students' responsibilities regarding learning. Uses student input in the development of these plans. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. "Inviting" student questions (p. 235: invitational questions). 2. Effective response to incorrect answer (pp. 227–229). 3. Prompting that pushes students to answer thoroughly (212: students who don't volunteer), (212–213: students who answer "I don't know"), (213: pushing students t answer thoroughly).
IV.E.10 *Uses effective student praise*	Praises students frequently and demonstrates the characteristics of effective praise. Looks for and finds opportunities to praise those students who are struggling with their academics or behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Effective praise (pp. 226–227).
IV.E.11 *Demonstrates attitudes of fairness, courtesy, and respect*	Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning. Develops in students skills to demonstrate fairness, courtesy, and respect to their peers. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Calling-on pattern and prompts that include all students in the Q and A (p. 212). 2. Does not allow a single or small group of students to answer a disproportionate number of questions (pp. 229–231).
IV.E.12 *Handles students with social and emotional difficulties effectively*	Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. Other students in the class respond appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Develops healthy relationships with students (pp. 314–316). 2. Collaborates with mental-health and school-based support staff to ensure all students have necessary support to be successful. 3. Creates a safe learning environment by maintaining consistent classroom management to ensure students know how to respond appropriately in all situations (pp. 86–91, 116–120).

	Exemplary	Observable Behaviors
F. The teacher strives to ensure equitable opportunities for student learning.		
IV.F.1 *Provides inclusion opportunities to all students*	Provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities. Students actively include their classmates in programs and activities. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 6 "Differentiating Instruction to Meet the Needs of Diverse Learners." 2. Essays on English-language learning at the end of each chapter. 3. Essays on special education at the end of each chapter. 4. Wait time I and II (pp. 222–225).
IV.F.2 *Addresses needs of special education students*	Addresses the needs of special education students. Special education students demonstrate effective and appropriate advocacy for their needs. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 6 "Differentiating Instruction to Meet the Needs of Diverse Learners." 2. Essays on special education at the end of each chapter.
IV.F.3 *Addresses needs of English language learners*	Addresses the needs of English language learners. English language learners demonstrate effective and appropriate advocacy for their needs.	1. Chapter 6 "Differentiating Instruction to Meet the Needs of Diverse Learners." 2. Essays on English-language learning at the end of each chapter.
IV.F.4 *Addresses needs of students with 504 plans*	Addresses the needs of students on 504 plans. These students demonstrate effective and appropriate advocacy for their needs. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 6 "Differentiating Instruction to Meet the Needs of Diverse Learners." 2. Essays on special education at the end of each chapter.
IV.F.5 *Addresses needs of diverse populations*	Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines. Is aware of relevant laws and regulations as they relate to students in the class. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Chapter 6 "Differentiating Instruction to Meet the Needs of Diverse Learners." 2. Essays on English-language learning at the end of each chapter. 3. Essays on special education at the end of each chapter.

IV.F.6 *Sensitivity to differences in social, religious, and cultural backgrounds*	Demonstrates sensitivity to differences in social, religious, and cultural background. Students demonstrate sensitivity to differences in social, religious, and cultural background. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Supports and facilitates student-led parent conferences for special education teachers (and general education teachers) (pp. 417–419). 2. Works effectively with the parents of ELL students (pp. 419–421). 3. Effectively demonstrates an understanding both the myths and impacts of family differences (income, nature and nurture) on student learning, intelligence, and family engagement (pp. 320–322).
IV.F.7 *Effective in multilingual, multicultural, and economically diverse classroom*	Functions effectively in a multilingual, multicultural, and economically diverse classroom. Students' function effectively in a multilingual, multicultural, and economically diverse classroom. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Understands the impact of cultural influences on student learning in a multilingual, multicultural, and diverse classroom (pp. 265–266). 2. Effectively supports and communicates with families and students within a culturally and linguistically diverse school (p. 419 and the sections on English-language learners at the end of each chapter).

V. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

A. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade, team, department, building, and school district. This may include, but is not limited to, participating on committees and in activities related to school community.

	Exemplary	Observable Behaviors
V.A.1 *Collaborates with staff*	Works collaboratively with staff in planning and implementing curriculum, instruction, and other school programs. Actively seeks out opportunities to collaborate with other staff members. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. When communicating with colleagues, demonstrates the characteristics of the team norms (see sample team norms on p. 463 and team norms self assessment p. 467) and works to bring the group to the highest stages (p. 464) of Collegial Professional Development Groups. 2. Accomplishes the goals of this element using appropriate collegial professional development activities such as peer-reflection teams (pp. 468–473), peer facilitated classroom research (pp. 473–479), lesson study (pp. 480–484), peer observation (pp. 484–503), examining student work (pp. 504–507), and professional reading study groups (pp. 507–508).
V.A.2 *Demonstrates participation in school activities*	Participates and/or demonstrates a willingness to participate in school, student, faculty, and staff activities that are beyond the contracted requirements. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Support colleagues by following the principles of group success (pp. 462–464), "Team Issues to Consider" document p. 466) and effective group norms when working with peer-facilitated professional development groups (p. 463, Group Team Norms Self-Assessment p. 467) 2. Can describe the stages of group development for peer-facilitated professional development groups (p. 464) and help develop those stages when working in peer-facilitated professional development groups. 3. Exhibits the characteristics of effective peer teams when working in a peer-facilitated professional development groups (p. 471). 4. Maintains appropriate confidentiality when working in peer-facilitated professional development groups (p. 469).
V.A.3 *Demonstrates leadership in district*	Participates and/or demonstrates a willingness to participate in leadership roles on district committees. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Is seen by other staff members as a model of the behaviors noted above in the box above. 2. Chairs one or more district committees 3. Others come to this person for advice and assistance with meeting the school and district expectations. 4. Helps meliorate staff member behaviors that detract from a committee's or team's work.

B The teacher constructively initiates interactions with parents and solicits and is receptive to their contributions.

	Exemplary	Observable Behaviors
V.B.1 *Collaborates with parents as partners*	The teacher consistently approaches the parents as positive collaborators in the process of educating the students, consistently keeps parents informed of students' progress, and works with them to aid in the total development of the student. The teacher takes additional steps to try to engage less-involved parents in their child's education. The teacher shows skills in dealing with aggressive or overly assertive parents. The teacher's	1. Engages parent involvement with homework (pp. 96–105). 2. Conducts successful curriculum nights (a.k.a. back to school nights or coffees, etc.) for parents (pp. 399–403). 3. Uses newsletters and/or websites to communicate expectations to parents (pgs. 404–415). 4. Uses student portfolios as a means of communicating expectations and achievement to parents (pp. 415–416). 5. Effectively uses email for parents communication (p. 416). 6. Supports and facilitates student-led parent conferences for special education teachers (and general education teachers) (pp. 417–419).

performance in this area is at such a level that she would be used as a model for other teachers.	7. Informs parents of their impact on student learning by explaining the impact of year-round learning on student achievement (pp. 396–397) 8. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies (pp. 397-398). 9. Communicates impact of home and family on learnable intelligence (pp. 321–324). 10. Informs parents of their impact on student learning by explaining the impact of year-round learning on student achievement (pp. 396–397). 11. Informs parents of the top 10 List or How Can I Help My Child Keep Learning This Summer strategies (pp. 397-398) 12. Communicates impact of home and family on learnable intelligence (pp. 321 – 324) 13. Conducts effective parent conferences (pp. 385–389). 14. Uses strategies to involve the uninvolved parent (pp. 389–392) 15. Uses the stages of listening to increase parent involvement (pp. 392–393). 16. Uses strategies for difficult parent conferences (including case studies) (pp. 393–396). 17. Provides resources to parents for successful conferences and school-family collaboration (Tips for Success for Parents) (pp. 395–396).

C. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade, team, department, building, and school district. This may include, but is not limited to, participating on committees and in activities related to school community.

	Exemplary	Observable Behaviors
V.C.1 *Participates in professional organizations*	Participates in a leadership role in professional organizations. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	
V.C.2 *Writes appropriate evaluations and reports*	Writes evaluations, reports, and recommendations for students as appropriate and reasonable. Is sought out by students as a person from whom they wish to have an evaluation. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	

D. The teacher is a reflective and continuous learner.

	Exemplary	Observable Behaviors

V.D.1
Effectively uses resources to refine professional knowledge and skills
	Uses available resources to analyze, expand, and refine professional knowledge and skills. Resources can include professional organizations; academic course work; school-based staff, administrative, and community resources; and other colleagues. Takes a leadership role by presenting at faculty meetings and workshops, publishing articles, mentoring, and other similar activities. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Effectively participates in job-embedded professional development (Chapter 10) such as:
		  a. Professional Learning Communities (pp. 462–468);
		  b. Peer–Reflection Teams (pp. 468–479);
		  c. Lesson Studies (pp. 480–484) ;
		  d. Peer Observations (pp. 484–503);
		  e. Examining student work study groups (pp. 504–507);
		  f. Professional literature study groups (pp. 507–508);
		  g. Individual (Chapter 10) and peer-facilitated action research (pp. 473–479).

V.D.2 *Committed to teaching profession*	Takes a leadership role in activities that demonstrate a commitment to the teaching profession. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	
V.D.3 *Seeks information to grow professionally*	Seeks out information in order to grow and improve as a professional. Actively shares this new learning with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Is able to design and carry out peer-facilitated action research (Chapter 10 for comprehensive action research description; Chapter 11 pp. 472–480, with special education students pp. 453-456 and 508-512; with ELL students, pp. 456–458 and 513–515). 2. Is able to design and carry out peer-facilitated lesson study (pp. 480–484). 3. Is able to effectively implement peer observations as either the observer or the teacher being observed (pp. 484–503). 4. Is able to design and carry out peer-facilitated examining student work study groups (pp. 504–507). 5. Is able to design and carry out peer-facilitated professional reading study groups (pp. 507–508).
V.D.4 *Open to feedback for growth and improvement*	Seeks out and is openly receptive to suggestions for growth and improvement. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	1. Seeks out and is open to feedback from colleagues (Chapters 10 and 11, pp. 484–503), administrators, students, and families (Chapter 9, especially pp. 388, 393).