Appendix A

Teacher Domain 1

Observational Protocol (Long Form)

Lesson Segments Involving Routine Events

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

1. Providing Clear Learning Goals and Scales to Measure Those Goals	
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher has a learning goal posted so that all students can see it ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment ❒ Teacher makes reference to the learning goal throughout the lesson ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it ❒ Teacher makes reference to the scale or rubric throughout the lesson	**Student Evidence** ❒ When asked, students can explain the learning goal for the lesson ❒ When asked, students can explain how their current activities relate to the learning goal ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Providing clear learning goals and scales to measure those goals	Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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2. Tracking Student Progress	
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher helps student track their individual progress on the learning goal ❒ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal ❒ Teacher charts the progress of the entire class on the learning goal	**Student Evidence** ❒ When asked, students can describe their status relative to the learning goal using the scale or rubric ❒ Students systematically update their status on the learning goal

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Tracking student progress	Adapts and creates new strategies for unique student needs and situations	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance	Facilitates tracking of student progress using a formative approach to assessment	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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3. Celebrating Student Success	
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher acknowledges students who have achieved a certain score on the scale or rubric ❒ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal ❒ Teacher acknowledges and celebrates the final status and progress of the entire class ❒ Teacher uses a variety of ways to celebrate success • Show of hands • Certification of success • Parent notification • Round of applause	**Student Evidence** ❒ Student show signs of pride regarding their accomplishments in the class ❒ When asked, students say they want to continue to make progress

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Celebrating student success	Adapts and creates new strategies for unique student needs and situations	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

4. Establishing Classroom Routines	
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher involves students in designing classroom routines ❒ Teacher uses classroom meetings to review and process rules and procedures ❒ Teacher reminds students of rules and procedures ❒ Teacher asks students to restate or explain rules and procedures ❒ Teacher provides cues or signals when a rule of procedure should be used	**Student Evidence** ❒ Students follow clear routines during class ❒ When asked, students can describe established rules and procedures ❒ When asked, students describe the classroom as an orderly place ❒ Students recognize cues and signals by the teacher ❒ Students regulate their own behavior

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures	Establishes and reviews expectations regarding rules and procedures	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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5. Organizing the Physical Layout of the Classroom for Learning	
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ The physical layout of the classroom has clear traffic patterns ❒ The physical layout of the classroom provides easy access to material and centers ❒ The classroom is decorated in a way enhances student learning • Bulletin boards relate to current content • Students work is displayed	**Student Evidence** ❒ Students move easily about the classroom ❒ Students make use of materials and learning centers ❒ Students attend to examples of their work that are displayed ❒ Students attend to information on the bulletin boards ❒ Students can easily focus on instruction

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the physical layout of the classroom for learning	Adapts and creates new strategies for unique student needs and situations	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning	Organizes the physical layout of the classroom to facilitate movement and focus on learning	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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Lesson Segments Addressing Content

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

1. Identifying Critical Information	
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher begins the lesson by explaining why upcoming content is important ❒ Teacher tells students to get ready for some important information ❒ Teacher cues the importance of upcoming information in some indirect fashion • Tone of voice • Body position • Level of excitement	**Student Evidence** ❒ When asked, students can describe the level of importance of the information addressed in class ❒ When asked, students can explain why the content is important to pay attention to ❒ Students visibly adjust their level of engagement

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Identifying critical information	Adapts and creates new strategies for unique student needs and situations	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information	Signals to students which content is critical versus non-critical	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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2. Organizing Students to Interact with New Knowledge	
The teacher organizes students into small groups to facilitate the processing of new information.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher has established routines for student grouping and student interaction in groups ❒ Teacher organizes students into ad hoc groups for the lesson • Dyads • Triads • Small groups up to about 5	**Student Evidence** ❒ Students move to groups in an orderly fashion ❒ Students appear to understand expectations about appropriate behavior in groups • Respect opinions of others • Add their perspective to discussions • Ask and answer questions

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing	Organizes students into small groups to facilitate the processing of new knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

3. Previewing New Content	
The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher uses preview question before reading ❒ Teacher uses K-W-L strategy or variation of it ❒ Teacher asks or reminds students what they already know about the topic ❒ Teacher provides an advanced organizer • Outline • Graphic organizer ❒ Teacher has students brainstorm ❒ Teacher uses anticipation guide ❒ Teacher uses motivational hook/launching activity • Anecdotes • Short selection from video ❒ Teacher uses word splash activity to connect vocabulary to upcoming content	**Student Evidence** ❒ When asked, student can explain linkages with prior knowledge ❒ When asked, students make predictions about upcoming content ❒ When asked, students can provide a purpose for what they are about to learn ❒ Students actively engage in previewing activities

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Previewing new content	Adapts and creates new strategies for unique student needs and situations	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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4. Chunking Content into "Digestible Bites"	
Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher stops at strategic points in a verbal presentation ❒ While playing a video tape, the teacher turns the tape off at key junctures ❒ While providing a demonstration, the teacher stops at strategic points ❒ While students are reading information or stories orally as a class, the teacher stops at strategic points	**Student Evidence** ❒ When asked, students can explain why the teacher is stopping at various points ❒ Students appear to know what is expected of them when the teacher stops at strategic points

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Chunking content into "digestible bites"	Adapts and creates new strategies for unique student needs and situations	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate	Breaks input experiences into small chunks based on student needs	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

5. Group Processing of New Information	
During breaks in the presentation of content, the teacher engages students in actively processing new information.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher has group members summarize new information ❒ Teacher employs formal group processing strategies • Jigsaw • Reciprocal teaching • Concept attainment	**Student Evidence** ❒ When asked, students can explain what they have just learned ❒ Students volunteer predictions ❒ Students voluntarily ask clarification questions ❒ Groups are actively discussing the content • Group members ask each other and answer questions about the information • Group members make predictions about what they expect next

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Group processing of new information	Adapts and creates new strategies for unique student needs and situations	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding	Engages students in summarizing, predicting, and questioning activities	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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6. Elaborating on New Information	
The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher asks explicit questions that require students to make elaborative inferences about the content ❒ Teacher asks students to explain and defend their inferences ❒ Teacher presents situations or problems that require inferences	**Student Evidence** ❒ Students volunteer answers to inferential questions ❒ Students provide explanations and "proofs" for inferences

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught	Engages students in answering inferential questions	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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7. Recording and Representing Knowledge					
The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.			Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable		
Teacher Evidence ❒ Teacher asks students to summarize the information they have learned ❒ Teacher asks students to generate notes that identify critical information in the content ❒ Teacher asks students to create nonlinguistic representations for new content • Graphic organizers • Pictures • Pictographs • Flow charts ❒ Teacher asks students to create mnemonics that organize the content			**Student Evidence** ❒ Students' summaries and notes include critical content ❒ Students' nonlinguistic representation include critical content ❒ When asked, students can explain main points of the lesson		
Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

8. Reflecting on Learning	
The teacher engages students in activities that help them reflect on their learning and the learning process.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher asks students to state or record what they are clear about and what they are confused about ❒ Teacher asks students to state or record how hard they tried ❒ Teacher asks students to state or record what they might have done to enhance their learning	**Student Evidence** ❒ When asked, students can explain what they are clear about and what they are confused about ❒ When asked, students can describe how hard they tried ❒ When asked, students can explain what they could have done to enhance their learning

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort	Engages students in reflecting on their own learning and the learning process	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

9. Reviewing Content	
The teacher engages students in a brief review of content that highlights the critical information.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher begins the lesson with a brief review of content ❒ Teacher uses specific strategies to review information • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise	**Student Evidence** ❒ When asked, students can describe the previous content on which new lesson is based ❒ Student responses to class activities indicate that they recall previous content

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Reviewing content	Adapts and creates new strategies for unique student needs and situations	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content	Engages students in a brief review of content that highlights the critical information	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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10. Organizing Students to Practice and Deepen Knowledge	
The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content ❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process	**Student Evidence** ❒ When asked, students explain how the group work supports their learning ❒ While in groups students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process • Asking each other questions • Obtaining feedback from their peers

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations	Organize students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning	Organize students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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11. Using Homework	
When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher communicates a clear purpose for homework ❒ Teacher extends an activity that was begun in class to provide students with more time ❒ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently	**Student Evidence** ❒ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process ❒ Students ask clarifying questions of the homework that help them understand its purpose

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Using homework	Adapts and creates new strategies for unique student needs and situations	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

12. Examining Similarities and Differences	
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher engages students in activities that require students to examine similarities and differences between content • Comparison activities • Classifying activities • Analogy activities • Metaphor activities ❒ Teacher facilitates the use of these activities to help students deepen their understanding of content • Ask students to summarize what they have learned from the activity • Ask students to explain how the activity has added to their understanding	**Student Evidence** ❒ Student artifacts indicate that their knowledge has been extended as a result of the activity ❒ When asked, about the activity, student responses indicate that they have deepened their understanding ❒ When asked, students can explain similarities and differences ❒ Student artifacts indicate that they can identify similarities and differences

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge	When content is informational engages students in activities that require them to examine similarities and differences	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

13. Examining Errors in Reasoning	
When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher asks students to examine information for errors or informal fallacies • Faulty logic • Attacks • Weak reference • Misinformation ❒ Teacher asks students to examine the strength of support presented for a claim • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim	**Student Evidence** ❒ When asked, students can describe errors or informal fallacies in information ❒ When asked, students can explain the overall structure of an argument presented to support a claim ❒ Student artifacts indicate that they can identify errors in reasoning

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations	When content is informational engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge	When content is informational engages students in activities that require them to examine their own reasoning or the logic of information as presented to them	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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14. Practicing Skills, Strategies, and Processes	
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently	**Student Evidence** ❒ Students perform the skill, strategy, or process with increased confidence ❒ Students perform the skill, strategy, or process with increased competence

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations	When content involves a skill, strategy, or process engages students in practice activities and monitors the extent to which the practice is increasing student fluency	When content involves a skill, strategy, or process engages students in practice activities	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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15. Revising Knowledge	
The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher asks students to examine previous entries in their academic notebooks or notes ❒ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content ❒ Teacher has students explain how their understanding has changed	**Student Evidence** ❒ Students make corrections to information previously recorded about content ❒ When asked, students can explain previous errors or misconceptions they had about content

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Revising knowledge	Adapts and creates new strategies for unique student needs and situations	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding	Engages students in revision of previous content	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

16. Organizing Students for Cognitively Complex Tasks	
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher establishes the need to generate and test hypotheses ❒ Teacher organizes students into groups to generate and test hypotheses	**Student Evidence** ❒ When asked, students describe the importance of generating and testing hypotheses about content ❒ When asked, students explain how groups support their learning ❒ Students use group activities to help them generate and test hypotheses

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses	Organizes students into groups to facilitate working on cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing	
The teacher engages students in complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses ❒ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses	**Student Evidence** ❒ Students are clearly working on tasks that require them to generate and test hypotheses ❒ When asked, students can explain the hypothesis they are testing ❒ When asked, students can explain whether their hypothesis was confirmed or disconfirmed ❒ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Engaging students in cognitively complex tasks involving hypothesis generating and testing	Adapts and creates new strategies for unique student needs and situations	Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses	Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation)	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

18. Providing Resources and Guidance	
The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher makes himself/herself available to students who need guidance or resources • Circulates around the room • Provides easy access to himself/herself ❒ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks ❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students	**Student Evidence** ❒ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks ❒ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources	Acts as a guide and resource provider as students engage in cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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Lesson Segments Enacted on the Spot

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

1. Noticing and Reacting When Students Are Not Engaged	
The teacher scans the room making note of when students are not engaged and takes overt action.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher notices when specific students or groups of students are not engaged ❒ Teacher notices when the energy level in the room is low ❒ Teacher takes action to re-engage students	**Student Evidence** ❒ Students appear aware of the fact that the teacher is taking note of their level of engagement ❒ Students try to increase their level of engagement when prompted ❒ When asked, students explain that the teacher expects high levels of engagement

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Noticing and reacting when students are not engaged	Adapts and creates new strategies for unique student needs and situations	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage	Scans the room making note of when students are not engaged and takes action	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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2. Using Academic Games	
The teacher uses academic games and inconsequential competition to maintain student engagement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher uses structured games such as Jeopardy, family feud, and the like ❒ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question ❒ Teacher uses friendly competition along with classroom games	**Student Evidence** ❒ Students engage in the games with some enthusiasm ❒ When asked, students can explain how the games keep their interest and help them learn or remember content

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Using academic games	Adapts and creates new strategies for unique student needs and situations	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game	Uses academic games and inconsequential competition to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

3. Managing Response Rates During Questioning	
The teacher uses response rates techniques to maintain student engagement in questions.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher uses wait time ❒ Teacher uses response cards ❒ Teacher has students use hand signals to respond to questions ❒ Teacher uses choral response ❒ Teacher uses technology to keep track of students' responses ❒ Teacher uses response chaining	**Student Evidence** ❒ Multiple students or the entire class responds to questions posed by the teacher ❒ When asked, students can describe their thinking about specific questions posed by the teacher

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates during questioning	Adapts and creates new strategies for unique student needs and situations	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged	Uses response rate techniques to maintain student engagement in questions	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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4. Using Physical Movement	
The teacher uses physical movement to maintain student engagement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher has students stand up and stretch or related activities when their energy is low ❒ Teacher uses activities that require students to physically move to respond to questions • Vote with your feet • Go to the part of the room that represents the answer you agree with ❒ Teacher has students physically act out or model content to increase energy and engagement ❒ Teacher use give-one-get-one activities that require students to move about the room	**Student Evidence** ❒ Students engage in the physical activities designed by the teacher ❒ When asked, students can explain how the physical movement keeps their interest and helps them learn

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Using physical movement	Adapts and creates new strategies for unique student needs and situations	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement	Uses physical movement to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

5. Maintaining a Lively Pace	
The teacher uses pacing techniques to maintain students' engagement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher employs crisp transitions from one activity to another ❒ Teacher alters pace appropriately (i.e., speeds up and slows down)	**Student Evidence** ❒ Students quickly adapt to transitions and re-engage when a new activity is begun ❒ When asked, about the pace of the class, students describe it as not too fast or not too slow

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged	Uses pacing techniques to maintain students' engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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6. Demonstrating Intensity and Enthusiasm	
The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher describes personal experiences that relate to the content ❒ Teacher signals excitement for content by • Physical gestures • Voice tone • Dramatization of information ❒ Teacher overtly adjusts energy level	**Student Evidence** ❒ When asked, students say that the teacher "likes the content" and "likes teaching" ❒ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases	Demonstrates intensity and enthusiasm for the content in a variety of ways	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

7. Using Friendly Controversy	
The teacher uses friendly controversy techniques to maintain student engagement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher structures mini-debates about the content ❒ Teacher has students examine multiple perspectives and opinions about the content ❒ Teacher elicits different opinions on content from members of the class	**Student Evidence** ❒ Students engage in friendly controversy activities with enhanced engagement ❒ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on ❒ When asked, students explain how a friendly controversy activity helped them better understand the content

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement	Uses friendly controversy techniques to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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8. Providing Opportunities for Students to Talk About Themselves	
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher is aware of student interests and makes connections between these interests and class content ❒ Teacher structures activities that ask students to make connections between the content and their personal interests ❒ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested	**Student Evidence** ❒ Students engage in activities that require them to make connections between their personal interests and the content ❒ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement	Provides students with opportunities to relate what is being addressed in class to their personal interests	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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9. Presenting Unusual or Intriguing Information	
The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher systematically provides interesting facts and details about the content ❒ Teacher encourages students to identify interesting information about the content ❒ Teacher engages students in activities like "Believe it or not" about the content ❒ Teacher uses guest speakers to provide unusual information about the content ❒ Teacher tells stories that are related to the content	**Student Evidence** ❒ Students' attention increases when unusual information is presented about the content ❒ When asked, students explain how the unusual information makes them more interested in the content

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content	Uses unusual or intriguing information about the content	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

10. Demonstrating "Withitness"	
The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher physically occupies all quadrants of the room ❒ Teacher scans the entire room making eye contact with all students ❒ Teacher recognizes potential sources of disruption and deals with them immediately ❒ Teacher proactively addresses inflammatory situations	**Student Evidence** ❒ Students recognize that the teacher is aware of their behavior ❒ When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Demonstrating "withitness"	Adapts and creates new strategies for unique student needs and situations	Uses behaviors associated with "withitness" and monitors the effect on students' behavior	Uses behaviors associated with "withitness"	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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11. Applying Consequences	
The teacher applies consequences for not following rules and procedures consistently and fairly.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher provides nonverbal signals when students' behavior is not appropriate • Eye contact • Proximity • Tap on the desk • Shaking head, no ❒ Teacher provides verbal signals when students' behavior is not appropriate • Tells students to stop • Tells students that their behavior is in violation of a rule or procedure ❒ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) ❒ Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) ❒ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken)	**Student Evidence** ❒ Students cease inappropriate behavior when signaled by the teacher ❒ Students accept consequences as part of the way class is conducted ❒ When asked, students describe the teacher as fair in application of rules

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Applying consequences	Adapts and creates new strategies for unique student needs and situations	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed	Applies consequences for not following rules and procedures consistently and fairly	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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12. Acknowledging Adherence to Rules and Procedures	
The teacher consistently and fairly acknowledges adherence to rules and procedures.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher provides nonverbal signals that a rule or procedure has been followed • Smile • Nod of head • High Five ❒ Teacher gives verbal cues that a rule or procedure has been followed • Thanks students for following a rule or procedure • Describes student behaviors that adhere to rule or procedure ❒ Teacher notifies the home when a rule or procedure has been followed ❒ Teacher uses tangible recognition when a rule or procedure has been followed • Certificate of merit • Token economies	**Student Evidence** ❒ Students appear appreciative of the teacher acknowledging their positive behavior ❒ When asked, students describe teacher as appreciative of their good behavior ❒ The number of students adhering to rules and procedure increases

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior	Acknowledges adherence to rules and procedures consistently and fairly	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

13. Understanding Students' Interests and Background	
The teacher uses students' interests and background to produce a climate of acceptance and community.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher has side discussions with students about events in their lives ❒ Teacher has discussions with students about topics in which they are interested ❒ Teacher builds student interests into lessons	**Student Evidence** ❒ When asked, students describe the teacher as someone who knows them and/or is interested in them ❒ Students respond when teacher demonstrates understanding of their interests and background ❒ When asked, students say they feel accepted

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom	Uses students' interests and background during interactions with students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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14. Using Behaviors that Indicate Affection for Students	
When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher compliments students regarding academic and personal accomplishments ❒ Teacher engages in informal conversations with students that are not related to academics ❒ Teacher uses humor with students when appropriate ❒ Teacher smiles, nods, and so forth, at students when appropriate ❒ Teacher puts hand on students' shoulders when appropriate	**Student Evidence** ❒ When asked, students describe teacher as someone who cares for them ❒ Students respond to teachers verbal interactions ❒ Students respond to teachers nonverbal interactions

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Using behaviors that indicate affection for students	Adapts and creates new strategies for unique student needs and situations	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom	Uses verbal and nonverbal behaviors that indicate caring for students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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15. Displaying Objectivity and Control	
The teacher behaves in an objective and controlled manner.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher does not exhibit extremes in positive or negative emotions ❒ Teacher addresses inflammatory issues and events in a calm and controlled manner ❒ Teacher interacts with all students in the same calm and controlled fashion ❒ Teacher does not demonstrate personal offense at student misbehavior	**Student Evidence** ❒ Students are settled by the teacher's calm demeanor ❒ When asked, the students describe the teacher as in control of himself/herself and in control of the class ❒ When asked, students say that the teacher does not hold grudges or take things personally

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations	Behaves in an objective and controlled manner and monitors the effect on the classroom climate	Behaves in an objective and controlled manner	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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

16. Demonstrating Value and Respect for Low-Expectancy Students	
The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students ❒ The teacher provides low-expectancy student with nonverbal indications that they are valued and respected • Makes eye contact • Smiles • Makes appropriate physical contact ❒ The teacher provides low-expectancy students with verbal indications that they are valued and respected • Playful dialogue • Addressing students in a manner they view as respectful ❒ Teacher does not allow negative comments about low-expectancy students	**Student Evidence** ❒ When asked, students say that the teacher cares for all students ❒ Students treat each other with respect

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Demonstrating value and respect for low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Exhibits behaviors that demonstrate value and respect for low-expectancy students and monitors the impact on low-expectancy students	Exhibits behaviors that demonstrate value and respect for low-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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17. Asking Questions of Low-Expectancy Students	
The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher makes sure low-expectancy students are asked questions at the same rate as high-expectancy students ❒ Teacher makes sure low-expectancy students are asked complex questions at the same rate as high-expectancy students	**Student Evidence** ❒ When asked, students say the teacher expects everyone to participate ❒ When asked, students say the teacher asks difficult questions of everyone

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Asking questions of low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Asks questions of low-expectancy students with the same frequency and depth with high-expectancy students and monitors the quality of participation of low-expectancy students	Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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18. Probing Incorrect Answers with Low-Expectancy Students	
The teacher probes incorrect answers of low-expectancy students in the same manner as he/she does with high-expectancy students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Teacher Evidence ❒ Teacher asks low-expectancy students to further explain their answers when they are incorrect ❒ Teacher rephrases questions for low-expectancy students when they provide an incorrect answer ❒ Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a questions incorrectly ❒ When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time	**Student Evidence** ❒ When asked, students say that the teacher won't "let you off the hook" ❒ When asked, students say that the teacher "won't give up on you" ❒ When asked, students say the teacher helps them answer questions successfully

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers with low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students and monitors the level and quality responses of low-expectancy students	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

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Appendix B

Teacher Domain 1

Observational Protocol (Short Form)

I. Lesson Segments Involving Routine Events							
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?							
1. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
2. Tracking student progress (e.g., using formative assessment the teacher helps students chart their individual and group progress on a learning goal)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
3. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
Design Question #6: What will I do to establish or maintain classroom rules and procedures?							
4. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
5. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

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II. Lesson Segments Addressing Content							
Design Question #2: What will I do to help students effectively interact with new knowledge?							
1. Identifying critical information (e.g., the teacher provides cues as to which information is important)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
4. Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
7. Recording and representing knowledge (e.g., the teacher ask students to summarize, take notes, or use non-linguistic representations)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

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Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?							
9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
11. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
12. Examining similarities and differences (e.g., the teacher engages students in comparing , classifying, creating analogies and metaphors)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
14. Practicing skills, strategies, and processes (e.g., the teacher uses massed and distributed practice)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)

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Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?							
16. Organizing students for cognitively complex tasks (e.g., the teachers organizes students into small groups to facilitate cognitively complex tasks)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

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III. Lesson Segments Enacted on the Spot							
Design Question #5: What will I do to engage students?							
1. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
2. Using academic games (e.g., when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
3. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
4. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
5. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
6. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
7. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	
8. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)	

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9. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
Design Question #7: What will I do to recognize and acknowledge adherence and lack of adherence to rules and procedures?							
10. Demonstrating "withitness" (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
11. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
12. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
Design Question #8: What will I do to establish and maintain effective relationships with students?							
13. Understanding students' interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
14. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
15. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

Design Question #9: What will I do to communicate high expectations for all students?							
16. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
17. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
18. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

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Appendix C

Teacher Domain 1

Observational Protocol (Snapshot Form)

Lesson Segments That Involve Routine Events That Might Be Observed in Every Lesson

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

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

Lesson Segments That Address Content

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

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

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

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Lesson Segments That Are Enacted on the Spot

• What is the teacher doing to engage students?

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

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

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

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Appendix D

Teacher Domain 2

Planning and Preparing

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information Within Lessons	
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ Content is organized to build upon previous information ❒ Presentation of content is logical and progresses from simple to complex ❒ Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units ❒ The plan anticipates potential confusions that students may experience	**Teacher Evidence** ❒ When asked, the teacher can describe the rationale for how the content is organized ❒ When asked, the teacher can describe the rationale for the sequence of instruction ❒ When asked, the teacher can describe how content is related to previous lessons, units or other content ❒ When asked, the teacher can describe possible confusions that may impact the lesson or unit

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Effective scaffolding of information within lessons	The teacher is a recognized leader in helping others with this activity.	Within lessons, the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	The teacher scaffolds the information but the relationship between the content is not clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Lessons within Units	
The teacher organizes lessons within units to progress toward a deep understanding of content.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways ❒ Plans incorporate student choice and initiative ❒ Plans provide for extension of learning	**Teacher Evidence** ❒ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content ❒ When asked, the teacher can describe how students will make choices and take initiative ❒ When asked, the teacher can describe how learning will be extended

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Lessons within units	The teacher is a recognized leader in helping others with this activity.	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks.	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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3. Attention to Established Content Standards	
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ Lesson and unit plans include important content identified by the district (scope) ❒ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district	**Teacher Evidence** ❒ When asked, the teacher can identify or reference the important content (scope) identified by the district ❒ When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Attention to established content standards	The teacher is a recognized leader in helping others with this activity.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content ❒ The plan outlines resources within the school that will be used enhance students' understanding of the content ❒ The plan outlines resources within the community that will be used to enhance students' understanding of the content	**Teacher Evidence** ❒ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content ❒ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content ❒ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Use of available traditional resources	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Use of Available Technology	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ The plan identifies available technology that will be used • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion boards ❒ The plan identifies how the technology will be used to enhance student learning	**Teacher Evidence** ❒ When asked, the teacher can describe the technology that will be used ❒ When asked, the teacher can articulate how the technology will be used to enhance student learning

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Use of available technology	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners	
The teacher provides for the needs of English language learners (ELLs) by identifying the adaptations that must be made within a lesson or unit.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson ❒ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction	**Teacher Evidence** ❒ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson ❒ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Needs of English language learners	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs.	The teacher identifies the needs of English language learners but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Needs of Special Education Students	
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson ❒ The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction	**Teacher Evidence** ❒ When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson ❒ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Needs of special education students	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs.	The teacher identifies the needs of special education students but does not articulate the accommodations or modifications that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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3. Needs of Students Who Lack Support for Schooling	
The teacher identifies the needs of students who come from home environments that offer little support for schooling.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable
Planning Evidence ❒ The plan provides for the needs of students who come from home environments that offer little support for schooling ❒ When assigning homework, the teacher takes into consideration the students' family resources ❒ When communicating with the home, the teacher takes into consideration family and language resources	**Teacher Evidence** ❒ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed ❒ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework ❒ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Needs of students who lack support for schooling	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs.	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Appendix E

Teacher Domain 3

Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness	
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments, and segments that are enacted on the spot).	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher identifies specific areas of strengths and weaknesses within Domain 1

❒ The teacher keeps track of specifically identified focus areas for improvement within Domain 1

❒ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1

❒ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying areas of pedagogical strength and weakness	The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Evaluating the Effectiveness of Individual Lessons and Units	
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher gathers and keeps records of his or her evaluations of individual lessons and units

❒ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units

❒ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals

❒ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Evaluating the effectiveness of individual lessons and units	The teacher is a recognized leader in helping others with this activity.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)

❒ The teacher provides a written analysis of specific causes of success or difficulty

❒ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Evaluating the effectiveness of specific pedagogical strategies and behaviors	The teacher is a recognized leader in helping others with this activity.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan	
The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines, and appropriate resources.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources

❒ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Developing a written growth and development plan	The teacher is a recognized leader in helping others with this activity.	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources.	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Monitoring Progress Relative to the Professional Growth and Development Plan	
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

❒ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Monitoring progress relative to the professional growth and development plan	The teacher is a recognized leader in helping others with this activity.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Appendix F

Teacher Domain 4

Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions About Colleagues	
The teacher interacts with other teachers in a positive manner to promote and support student learning.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning

❒ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust

❒ The teacher accesses available expertise and resources to support students' learning needs

❒ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning

❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Promoting positive interactions about colleagues	The teacher is a recognized leader in helping others with this activity.	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Promoting Positive Interactions About Students and Parents	
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
❒ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
❒ The teacher encourages parent involvement in classroom and school activities
❒ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
❒ The teacher uses multiple means and modalities to communicate with families
❒ The teacher responds to requests for support, assistance and/or clarification promptly
❒ When asked, the teacher can describe instances when he or she interacted positively with students and parents.
❒ When asked, students and parents can describe how the teacher interacted positively with them
❒ The teacher respects and maintains confidentiality of student/family information
❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Promoting positive interactions about students and parents	The teacher is a recognized leader in helping others with this activity.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest	
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors**.**	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher keeps track of specific situations during which he or she has sought mentorship from others

❒ The teacher actively seeks help and input in Professional Learning Community meetings

❒ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction

❒ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Seeking mentorship for areas of need or interest	The teacher is a recognized leader in helping others with this activity.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Mentoring Other Teachers and Sharing Ideas and Strategies	
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher keeps tracks of specific situations during which he or she mentored other teachers

❒ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways

❒ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors

❒ When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Mentoring other teachers and sharing ideas and strategies	The teacher is a recognized leader in helping others with this activity.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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Promoting District and School Development

1. Adhering to District and School Rules and Procedures	
The teacher is aware of the district's and school's rules and procedures and adheres to them.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher performs assigned duties
❒ The teacher follows policies, regulations and procedures
❒ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
❒ The teacher fulfills responsibilities in a timely manner
❒ The teacher understands legal issues related to students and families
❒ The teacher demonstrates personal integrity
❒ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adhering to district and school rules and procedures	The teacher is a recognized leader in helping others with this activity.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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2. Participating in District and School Initiatives	
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Teacher Evidence

❒ The teacher participates in school activities and events as appropriate to support students and families

❒ The teacher serves on school and district committees

❒ The teacher participates in staff development opportunities

❒ The teacher works to achieve school and district improvement goals

❒ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives

❒ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Participating in district and school initiatives	The teacher is a recognized leader in helping others with this activity.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

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