Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

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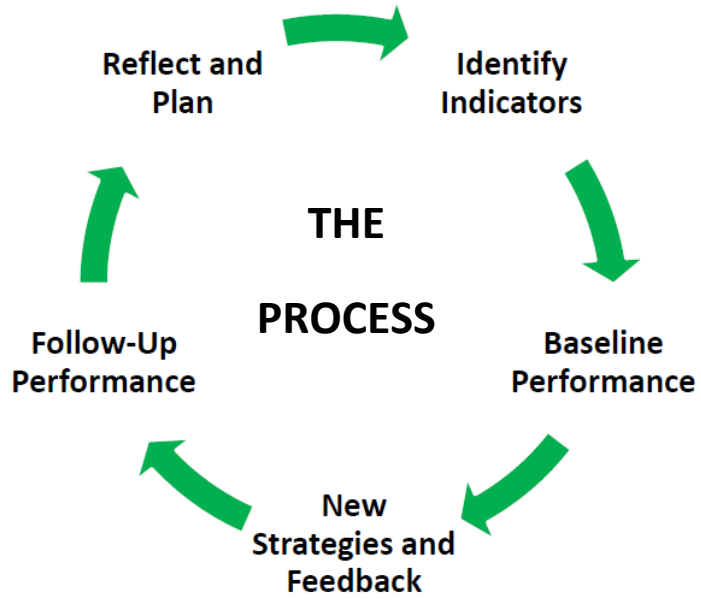
Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and the amount of growth that

occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per teacher per year are recommended which are:
    - Based on student needs
    - Represents priorities of the building/district leadership for that teacher
    - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her

principal, has identified Indicator 7.3 “Student-led assessment strategies” in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 “Self-assessment and improvement” would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson’s area of focus will be on performances articulated in the following three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher’s class are doing.

It is important to think about a teacher’s rating by taking these separate categories of evidence into consideration. After all, if a teacher designs what they think is a great lesson and delivers it in what they think is an effective manner and yet students do not grasp the content, then there is

still something less than ideal in the learning experience. Identifying where that growth opportunity exists that limits the learning experience from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of student surveys. Although this is perceptual in nature, research maintains that it does offer useful data.

Alignment Of Evidence

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.
Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content*	*Evidence of Commitment* *Stays current on new content and incorporates it into lessons*	*Evidence of Commitment* *Use of supplemental primary sources that are aligned to local standards*	*Evidence of Commitment* *Continually expands knowledge base on content and infuses into content*
Evidence of Practice *Instruction reflects accuracy of content knowledge*	*Evidence of Practice* *Instruction indicates an appreciation of the complexity and ever evolving nature of the content*	*Evidence of Practice* *Instructional focus is on the most important concepts of the content and includes new content as appropriate*	*Evidence of Practice* *Continually seeks out new information and applies it to learning in their classroom*
Evidence of Impact *Students are generally familiar with academic language*	*Evidence of Impact* *Students are able to use academic language*	*Evidence of Impact* *Students accurately use academic language related to their discipline*	*Evidence of Impact* *Students communicate effectively using academic language from a variety of sources*
Score = 0 / 1 / 2	3 / 4	5 / 6	7

In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the teacher is fully rated at the Emerging level. In this particular example, student's ability to use academic language would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
  - The evidence, as presented in the example in the Description section, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies
  - The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals. Students routinely and consistently are prepared for the demands of different assessments and successfully set personal

learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
  - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

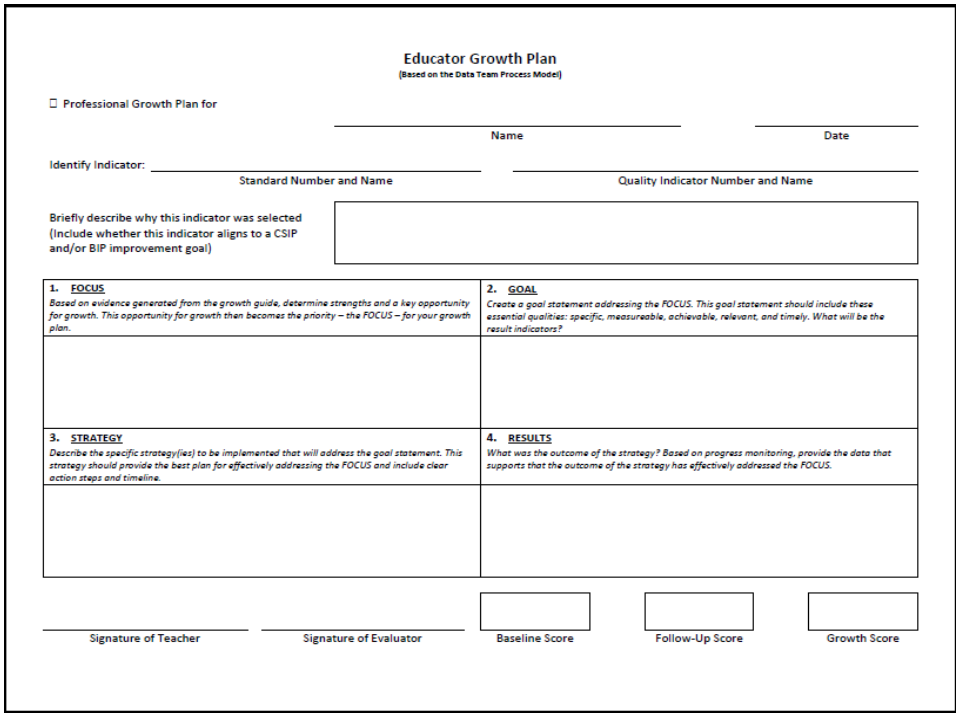
The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The Educator Growth Plan is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the Educator Improvement Plan is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the Educator Improvement Protocol, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes



Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for

Name _____ Date _____

Identify Indicator: _____ _____
Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

Signature of Teacher | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

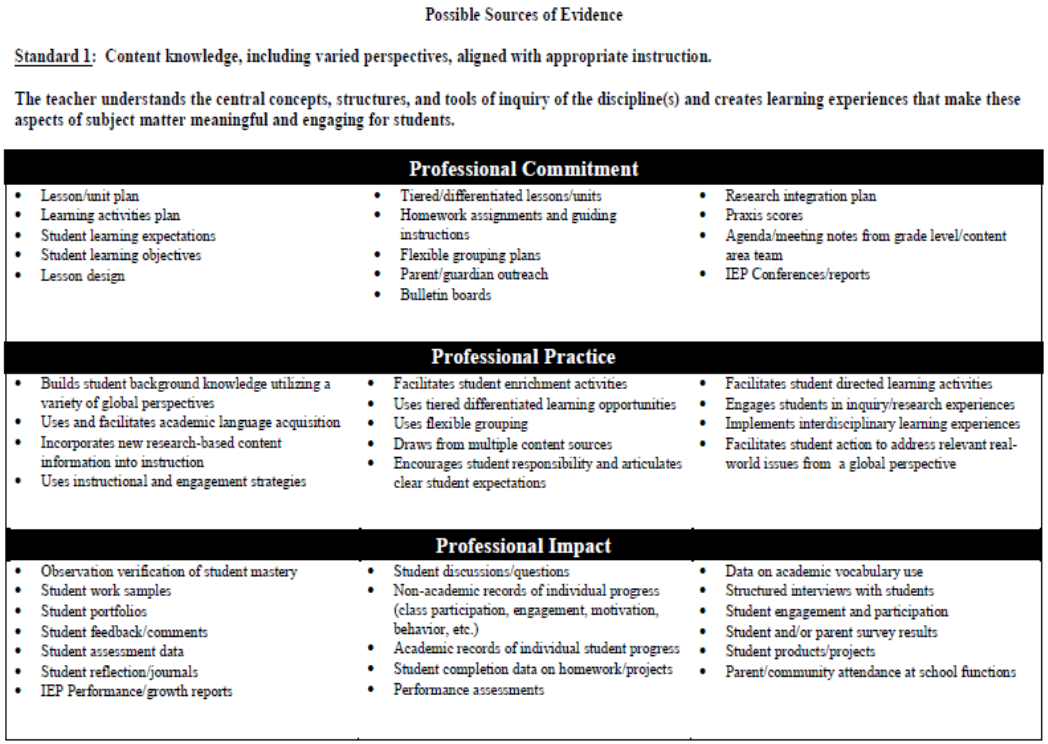
STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are inlcuded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators.

This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of progression on the specific indicator being addressed.



Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment

- Lesson/unit plan
- Learning activities plan
- Student learning expectations
- Student learning objectives
- Lesson design
- Tiered/differentiated lessons/units
- Homework assignments and guiding instructions
- Flexible grouping plans
- Parent/guardian outreach
- Bulletin boards
- Research integration plan
- Praxis scores
- Agenda/meeting notes from grade level/content area team
- IEP Conferences/reports

Professional Practice

- Builds student background knowledge utilizing a variety of global perspectives
- Uses and facilitates academic language acquisition
- Incorporates new research-based content information into instruction
- Uses instructional and engagement strategies
- Facilitates student enrichment activities
- Uses tiered differentiated learning opportunities
- Uses flexible grouping
- Draws from multiple content sources
- Encourages student responsibility and articulates clear student expectations
- Facilitates student directed learning activities
- Engages students in inquiry/research experiences
- Implements interdisciplinary learning experiences
- Facilitates student action to address relevant real-world issues from a global perspective

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student portfolios
- Student feedback/comments
- Student assessment data
- Student reflection/journals
- IEP Performance/growth reports
- Student discussions/questions
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress
- Student completion data on homework/projects
- Performance assessments
- Data on academic vocabulary use
- Structured interviews with students
- Student engagement and participation
- Student and/or parent survey results
- Student products/projects
- Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for

Standard 1 document, they further determine that student work samples could appropriately provide evidence to this increase in academic language.

- In the Educator Growth Plan, Mrs. Johnson documents the following:
  - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
  - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
  - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
  - RESULTS – (to be completed later in Step 5)

- Quality Indicator 7.3: Student-led assessment strategies
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of John Hattie that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
    - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
    - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
    - RESULTS – (to be completed later in Step 5)

- Quality Indicator 8.1: Self-assessment and improvement
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of Doug Lemov in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction

- GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
- STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
- RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress and provide feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

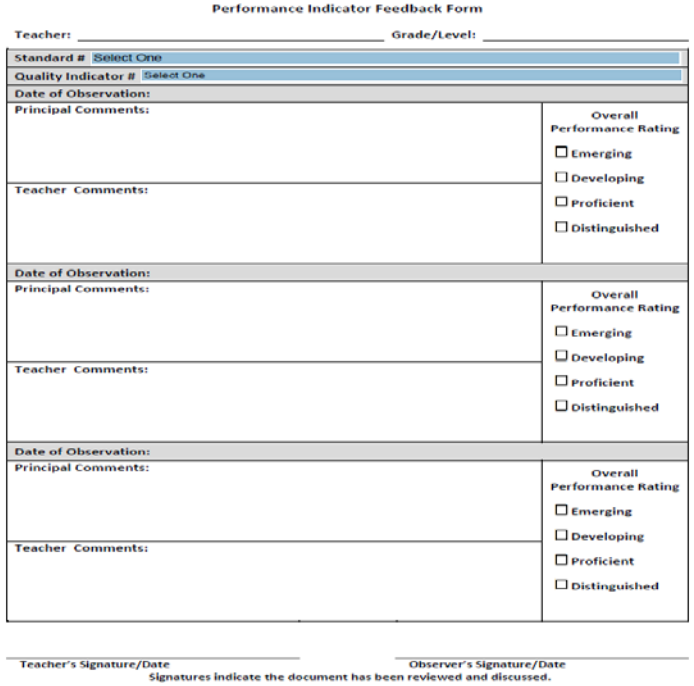
Description

Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of feedback forms included as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.



Performance Indicator Feedback Form

Teacher: _____ Grade/Level: _____

Standard # Select One

Quality Indicator # Select One

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Date of Observation:

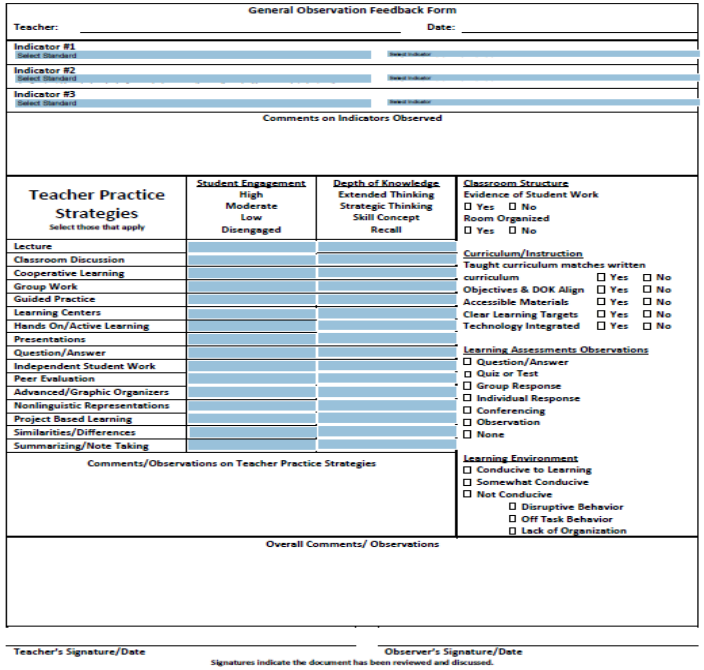
Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Teacher's Signature/Date _____ Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.



General Observation Feedback Form

Teacher: _____ Date: _____

Indicator #1 Select Standard

Indicator #2 Select Standard

Indicator #3 Select Standard

Comments on Indicators Observed

Teacher Practice Strategies (Select those that apply)	Student Engagement: High, Moderate, Low, Disengaged	Depth of Knowledge: Extended Thinking, Strategic Thinking, Skill Concept, Recall
Lecture		
Classroom Discussion		
Cooperative Learning		
Group Work		
Guided Practice		
Learning Centers		
Hands On/Active Learning		
Presentations		
Question/Answer		
Independent Student Work		
Peer Evaluation		
Advanced/Graphic Organizers		
Nonlinguistic Representations		
Project Based Learning		
Similarities/Differences		
Summarizing/Note Taking		

Comments/Observations on Teacher Practice Strategies

Classroom Structure
Evidence of Student Work ☐ Yes ☐ No
Room Organized ☐ Yes ☐ No

Curriculum/Instruction
Taught curriculum matches written curriculum ☐ Yes ☐ No
Objectives & DOK Align ☐ Yes ☐ No
Accessible Materials ☐ Yes ☐ No
Clear Learning Targets ☐ Yes ☐ No
Technology Integrated ☐ Yes ☐ No

Learning Assessments Observations
☐ Question/Answer
☐ Quiz or Test
☐ Group Response
☐ Individual Response
☐ Conferencing
☐ Observation
☐ None

Learning Environment
☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
☐ Disruptive Behavior
☐ Off Task Behavior
☐ Lack of Organization

Overall Comments/ Observations

Teacher's Signature/Date _____ Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

Example

On several occasions, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning. Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students' learning.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the qualtiy of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
    - Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
        - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
        - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
        - RESULTS – Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
        - Baseline Score – 2

        - Follow-up Score – 4
        - Growth Score – 2

- A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
    - Observation of Mrs. Johnson's classroom provides evidence of students using their progress in learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – Mrs. Johnson describes examples of students communicating their progress in learning and the impact it appears to have had throughout the year
        - Baseline Score – 4
        - Follow-up Score – 5
        - Growth Score – 1

- A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
    - Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
        - Baseline Score – 2
        - Follow-up Score – 3
        - Growth Score – 1

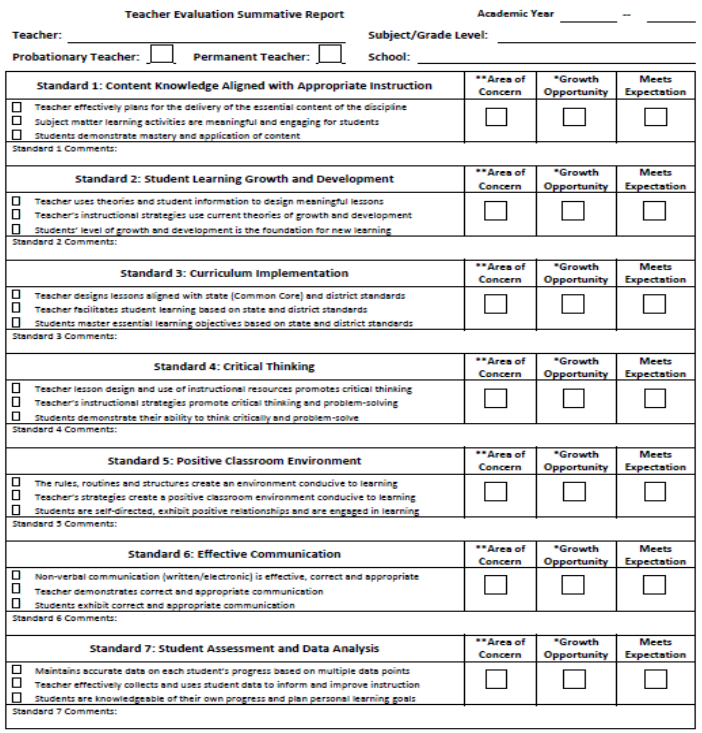
Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete Summative Evaluation Form.



Teacher Evaluation Summative Report — Academic Year _____ -- _____

Teacher: _____ Subject/Grade Level: _____

Probationary Teacher: ☐ Permanent Teacher: ☐ School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content	☐	☐	☐
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning	☐	☐	☐
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards	☐	☐	☐
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve	☐	☐	☐
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning	☐	☐	☐
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication	☐	☐	☐
Standard 6 Comments:			

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals	☐	☐	☐
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities — Academic Year _____ -- _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#2	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#3	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7

The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

- Assessing the teacher's performance across all teaching standards
    - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:
        - Area of Concern – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
        - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

- Assessing the teacher's performance on selected indicators
    - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
        - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
        - Baseline Assessment – indicate the initial rating achieved for each selected indicator
        - Goal – summarize the goal that was created to address the growth opportunity
        - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
        - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
    - Note: This information is transferred from the Educator Growth Plan

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
☐ 0-2	☐ Multiple Areas of Concern Or Indicator Rating 0	☐ 1 Area of Concern Or Indicator Rating 1	☐ No Areas of Concern And Indicator Ratings 2-3	☐ No Areas of Concern And Indicator Ratings 4-7
☐ 3-5	☐ Multiple Areas of Concern Or Indicator Ratings 0-2	☐ 1 Area of Concern Or Indicator Rating 3	☐ No Areas of Concern And Indicator Ratings 4-5	☐ No Areas of Concern And Indicator Ratings 6-7
☐ 6-10	☐ Multiple Areas of Concern Or Indicator Ratings 0-3	☐ 1 Area of Concern Or Indicator Rating 4	☐ No Areas of Concern And Indicator Ratings 5-6	☐ No Areas of Concern And Indicator Rating 7
☐ Over 10	☐ Multiple Areas of Concern Or Indicator Ratings 0-4	☐ 1 Area of Concern Or Indicator Rating 5	☐ No Areas of Concern And Indicator Rating 6	☐ No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name *Effectiveness Rating*

Overall Comments:

☐ **Recommend for Re-Employment**
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same ones
- ☐ Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

☐ **Do Not Recommend for Re-Employment**

_____ _____ _____ _____
Teacher's Signature **Date** **Evaluator's Signature** **Date**

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:

1. Years in Position – determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    b. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    c. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    d. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    e. Complete the comments section and the recommendation for employment

Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

• Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation
• Standard 2: Student Learning Growth and Development	Growth Opportunity
• Standard 3: Curriculum Implementation	Meets Expectation
• Standard 4: Critical Thinking	Meets Expectation
• Standard 5: Positive Classroom Environment	Meets Expectation
• Standard 6: Effective Communication	Growth Opportunity
• Standard 7: Student Assessment and Data Analysis	Meets Expectation
• Standard 8: Self-Assessment and Improvement	Meets Expectation
• Standard 9: Professional Collaboration	Meets Expectation

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator particularly noted that he felt Mrs.Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Her average rating based on her follow-up assessments is a 4 (12 total / 3 indicators = 4). This average follow-up assessment score provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 4-5 range.

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

Mrs. Johnson *Teacher's Name* is rated as Effective *Effectiveness Rating* for the 2012 - 2013 school year.

✓ **Recommend for Re-Employment**

- ✓ **Develop a new or revised growth plan based on new indicators or a continuation of the same indicators**.
- ☐ Develop an improvement plan linked to indicators. This must included specific target dates and timelines that must be met in order for re-employment to continue.

☐ Do Not Recommend for Re-Employment

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

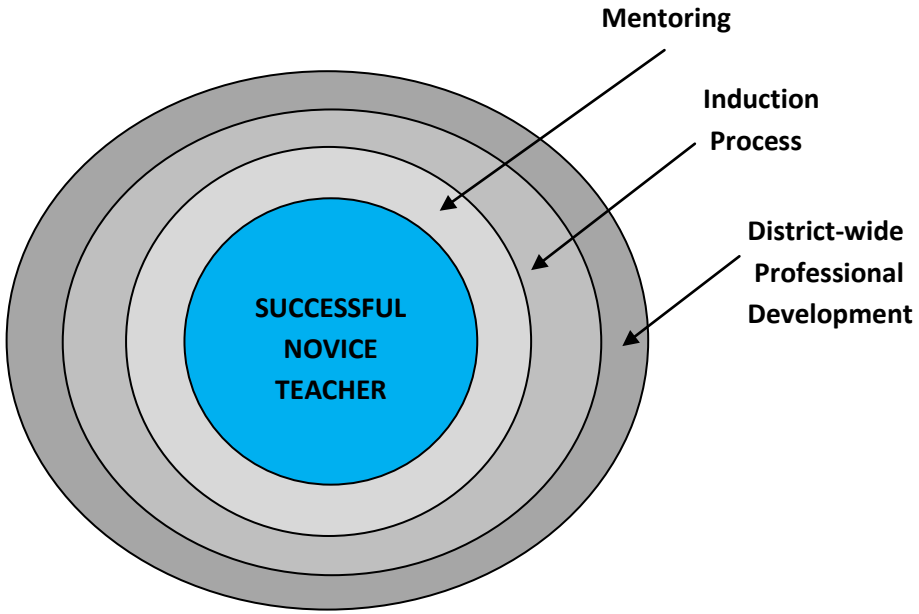
Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April – Summer	August – October		November – February		By March 15	April – May – Summer

New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.



- The overall structure is the district's plan for **professional development** of all teachers. This plan ensures that teachers receive what they need to be successful.
- Within the district's plan for professional development is the **induction process** which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.
- Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.

**For a more comprehensive description, see the Guidelines for the Probationary Period offered by the Department of Elementary and Secondary Education*

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets to ensure the effective teacher practice of the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

Timeline for New Teacher Evaluation

The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect the new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills. This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:

- The mentee has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher
- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

1st Year Teacher Practices		
Timeframe	**MO Indicator**	**Evidence of Knowledge and Skills**
Preparation	*All 36 Teacher Quality Indicators*	*Developed/Assessed in coursework & clinical experience*
Prior to the Beginning of School	*1.1 Content Knowledge* *2.3 Theory of Learning* *3.1 Implementing the Curriculum* *4.2 Instructional Resources* *6.1 Verbal and Non-Verbal Communication* *8.3 Professional Responsibilities* *9.1 Induction & Collegial Activities*	*Plans for essential learning outcomes of content* *Uses theories of learning to plan for instruction* *Aligns lesson design and assessments to curriculum* *Begins student/family communication* *Understands District Policy and Code of Conduct* *Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content* *2.1 Student Development (see also 2.6)* *5.1 Classroom Management* *5.2 Time, Space, Transitions, and Activities* *6.2 Sensitivity to student differences (see also 2.6)* *7.1 Use of Assessments* *9.1 Induction & Collegial Activities*	*Delivers lessons that engage students in content* *Assesses student personalities and abilities* *Effective use of basic classroom management techniques* *Manages time, space, transitions, activities effectively* *Demonstrates sensitivity to students' differences* *Uses a variety of different assessment formats* *Engages in the induction process with a mentor*
2nd-3rd Month Quarter 1	*2.2 Student Goals* *4.1 Critical Thinking Strategies* *4.3 Cooperative, small group and independent learning* *5.2 Time, Space, Transitions, and Activities* *7.3 Student-led Assessments* *7.5 Communicates Student Progress*	*Helps students establish goals and monitor own progress* *Teaches students to think critically and problem-solve* *Uses different learning configurations effectively* *Adjusts procedures/routines to reinforce expectations* *Helps students assess their own progress to learning goals* *Communicates student progress and maintains records*
4th-5th Month Quarter 2	*1.5 Diverse Social and Cultural Perspectives* *2.4 Differentiated Lesson Design (see also 3.3)* *3.2 Lessons for Diverse Learners* *6.1 Verbal and Non-Verbal Communication* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Helps students develop balanced cultural perspectives* *Differentiates instruction to meet student needs* *Addresses variations in learner styles and performances* *Communicate student progress effectively* *Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience* *5.2 Time, Space, Transitions, and Activities* *7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.2 Collaborating to Meet Student Needs*	*Adjust learning activities based on data from 1st semester* *Adjusts procedures/routines to reinforce expectations* *Uses relevant information to plan future instruction* *Collaborate with peers on student data* *Self-reflect on progress to determine impact of instruction* *Seeks/Provides services to meet needs of learners*
7th-8th Month Quarter 3	*1.2 Engaging in Content* *2.2 Student Goals* *4.3 Cooperative, small group and independent learning* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Connecting content to classroom design* *Helps students establish goals and monitor own progress* *Uses different learning configurations effectively* *Communicate progress effectively to students/parents* *Use student data to plan future instruction*
9th-10th Month Quarter 4	*2.5 Use of Student's Prior Experience* *7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.1 Induction & Collegial Activities*	*Review data of student progression throughout the year* *Collaborate and reflect with colleagues on student data* *Reflects on impact of instruction* *Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-assessment and Improvement* *8.2 Professional Learning*	*Reflect on impact on student learning* *Uses resources available to advance professional learning*

Certain performance targets, or specific skills, are of particular importance at certain times of the year. While the context of the community and in particular the teachers' student population will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

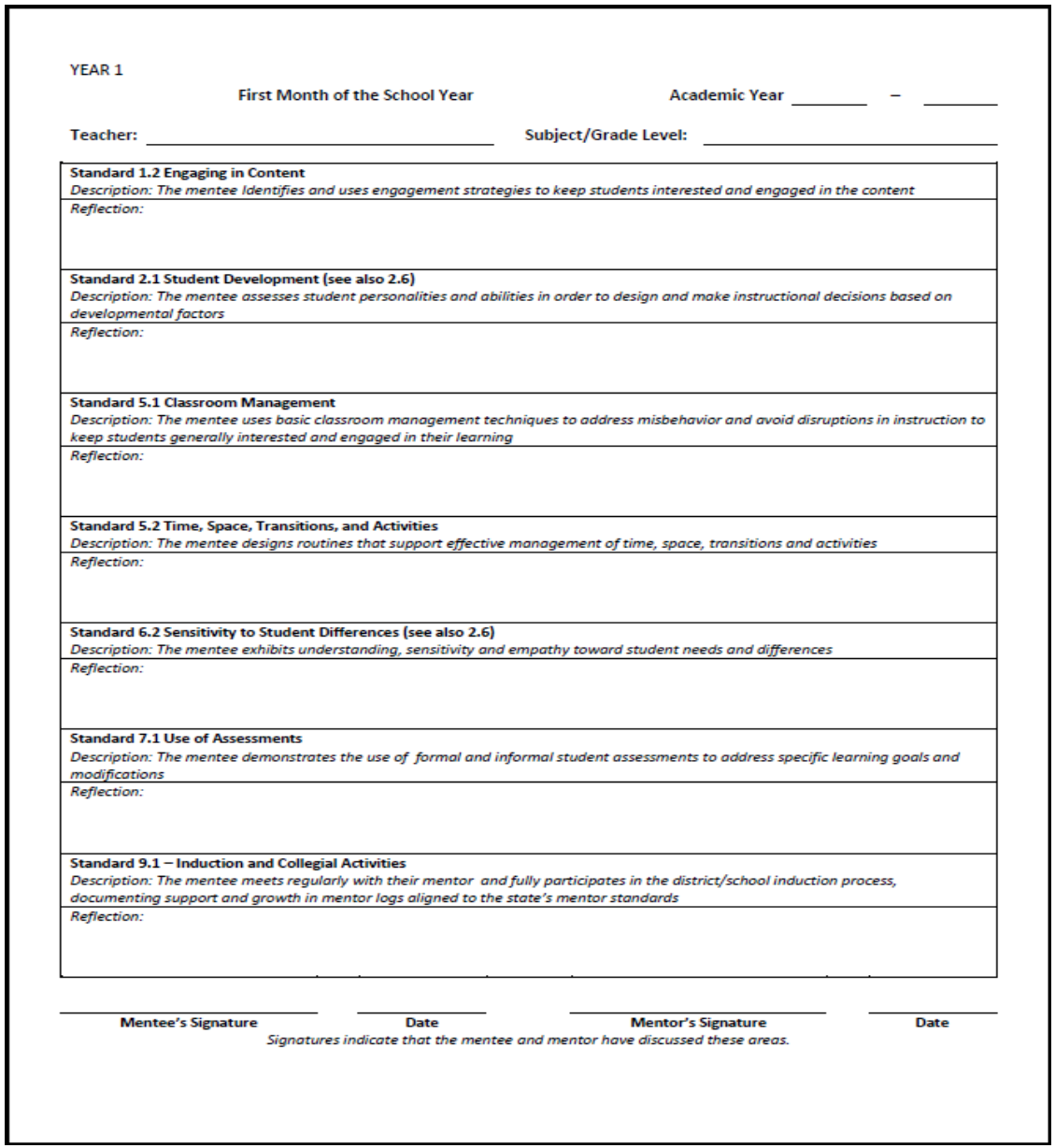
The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the emotions and reactions the new teacher is experiencing based on the issues they are experiencing.

2nd Year Teacher Practices		
Timeframe	**MO Indicator**	**Knowledge and Skills**
Prior to the Beginning of School	*1.1 Content Knowledge*	*Plans for essential learning outcomes of content*
	1.3 Disciplinary Research and Inquiry Methodologies	*Plans for teaching students about inquiry and research*
	3.1 Implementing the Curriculum	*Aligns lesson design and assessments to curriculum*
	4.2 Instructional Resources	*Uses available resources to support lesson activities*
	9.1 Induction & Collegial Activities	*Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content*	*Delivers lessons that engage students in content*
	1.4 Interdisciplinary Instruction	*Makes interdisciplinary content connections in instruction*
	2.6 Language, Culture, Family, Community Values	*Uses data to determine the variety of learning needs*
	5.1 Classroom Management	*Effective use of basic classroom management techniques*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, activities*
	6.4 Technology and Media Communication Tools	*Uses technology and media communication tools*
	7.1 Use of Assessments	*Uses a variety of different assessment formats*
2nd-3rd Month Quarter 1	*2.2 Student Goals*	*Helps students establish goals and monitor own progress*
	4.1 Critical Thinking Strategies	*Teaches students to think critically and problem-solve*
	4.3 Cooperative, small group and independent learning	*Uses different learning configurations effectively*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, activities*
	7.3 Student-led Assessments	*Helps students assess their own progress to learning goals*
	7.5 Communicates Student Progress	*Communicates student progress and maintains records*
4th-5th Month Quarter 2	*3.2 Lessons for Diverse Learners*	*Differentiates instruction to meet student needs*
	3.3 Instructional Goals and DI Strategies	*Uses differentiated instructional strategies effectively*
	5.3 Classroom, School, Community Culture	*Uses culture of school/community to impact relationships*
	7.2 Assessment Data to Improve Learning	*Addresses variations in learner styles and performances*
	7.5 Communicating Student Progress	*Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience*	*Adjust learning activities based on data from 1st semester*
	7.4 Effects of instruction	*Uses relevant information to plan future instruction*
	7.6 Collaborative Data Analysis	*Collaborate with peers on student data*
	8.1 Self-assessment and Improvement	*Reflects on progress to determine impact of instruction*
	9.3 Cooperative Partnerships Supporting Learning	*Builds partnerships to support student learning*
7th-8th Month Quarter 3	*1.2 Engaging in Content*	*Connects content to classroom design*
	6.3 Speaking, Writing and other Media	*Supports learners in speaking, writing and other media*
	7.2 Assessment Data to Improve Learning	*Communicates progress effectively to students/parents*
	7.5 Communicating Student Progress	*Uses student data to plan future instruction*
9th-10th Month Quarter 4	*7.4 Effects of instruction*	*Reviews data of student progression throughout the year*
	7.6 Collaborative Data Analysis	*Collaborates and reflects with colleagues on student data*
	8.1 Self-assessment and Improvement	*Reflects on impact of instruction*
	9.1 Induction & Collegial Activities	*Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-assessment and Improvement*	*Reflects on impact on student learning*
	8.2 Professional Learning	*Uses resources available to advance professional learning*

New Teacher Feedback and Evaluation Forms



YEAR 1

First Month of the School Year Academic Year _____ – _____

Teacher: _____ Subject/Grade Level: _____

Standard 1.2 Engaging in Content *Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

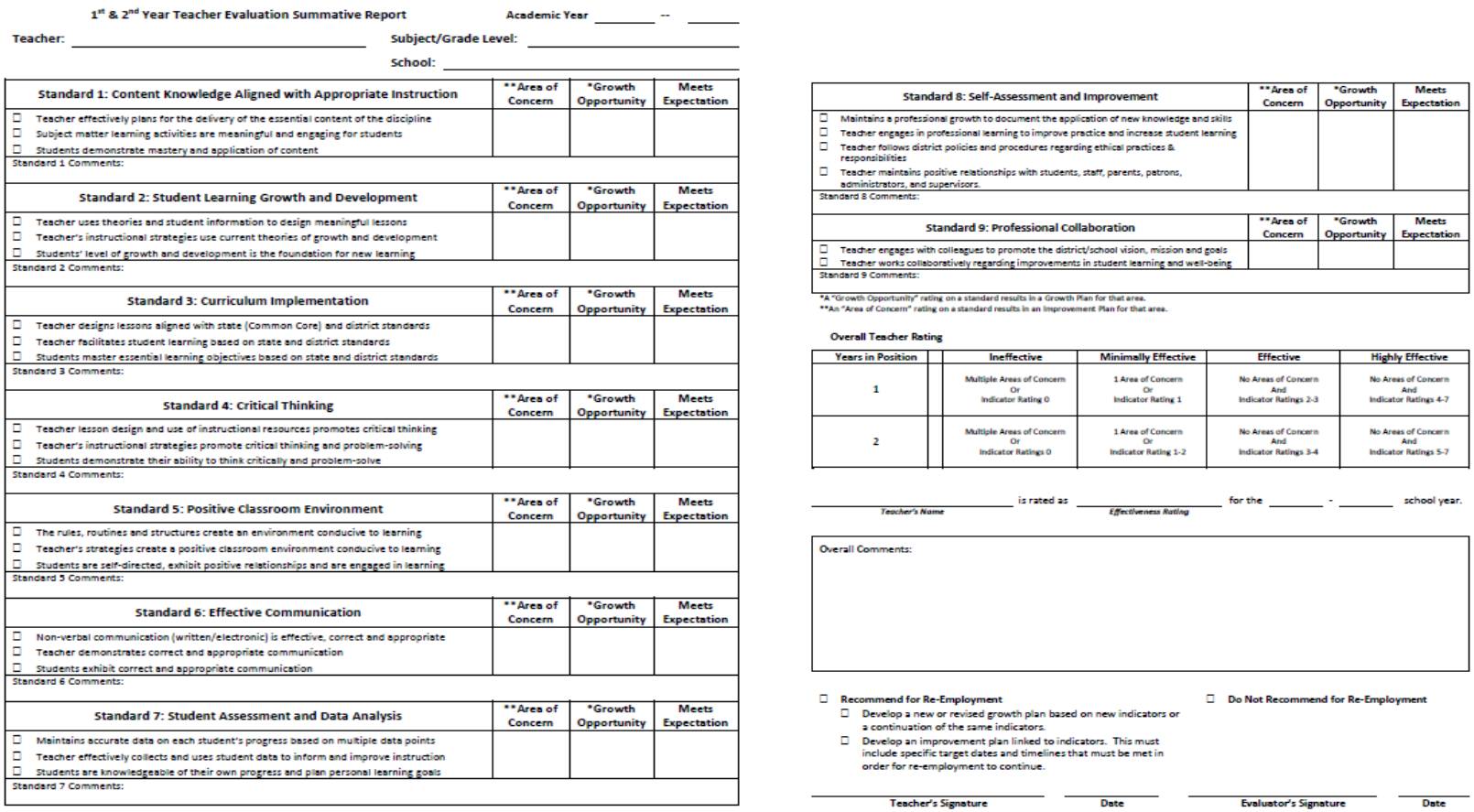
Signatures indicate that the mentee and mentor have discussed these areas.

There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form specifically lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

This information and data is used by the administrator to complete the Summative Evaluation Form.



1st & 2nd Year Teacher Evaluation Summative Report Academic Year ____ -- ____

Teacher: _____ Subject/Grade Level: _____

School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
Standard 6 Comments:			

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
1		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
2		Multiple Areas of Concern Or Indicator Ratings 0	1 Area of Concern Or Indicator Rating 1-2	No Areas of Concern And Indicator Ratings 3-4	No Areas of Concern And Indicator Ratings 5-7

_____ is rated as _____ for the ____ - ____ school year.
Teacher's Name Effectiveness Rating

Overall Comments:

☐ Recommend for Re-Employment
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ Do Not Recommend for Re-Employment

_____ _____ _____ _____
Teacher's Signature Date Evaluator's Signature Date

The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact used on the growth guides for the quality indicators. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:

        - Area of Concern – checking this box for a standard resuls in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
        - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the teacher's second year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Meets Expectation – checking this box for a standard indicates that performance in this area meets the expecation of the administrator/district at the present time
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

The second page of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

1. Years in Position – determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    b. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    c. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    d. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    e. Complete the comments section and the recommendation for employment

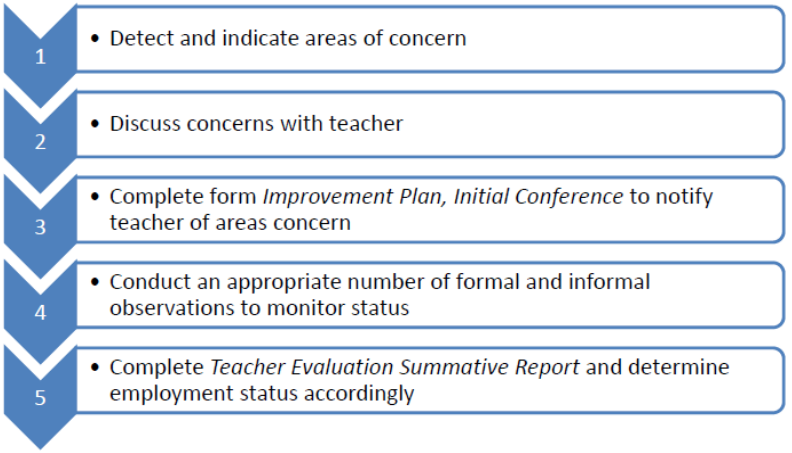
Timeline for completion of the New Teacher Evaluation Protocol

1st Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 2.3 3.1 4.2 6.1 8.3 9.1	Suggested Indicators 1.2 2.1 5.1 5.2 6.2 7.1 9.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 1.5 2.4 3.2 6.1 7.2 7.5	Suggested Indicators 2.5 5.2 7.4 7.6 8.1 9.2	Suggested Indicators 1.2 2.2 4.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 2.5 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

2nd Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 1.3 3.1 4.2 9.1	Suggested Indicators 1.2 1.4 2.6 5.1 5.2 6.4 7.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 3.2 3.3 5.3 7.2 7.5	Suggested Indicators 2.5 7.4 7.6 8.1 9.3	Suggested Indicators 1.2 6.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.



It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should ony be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.

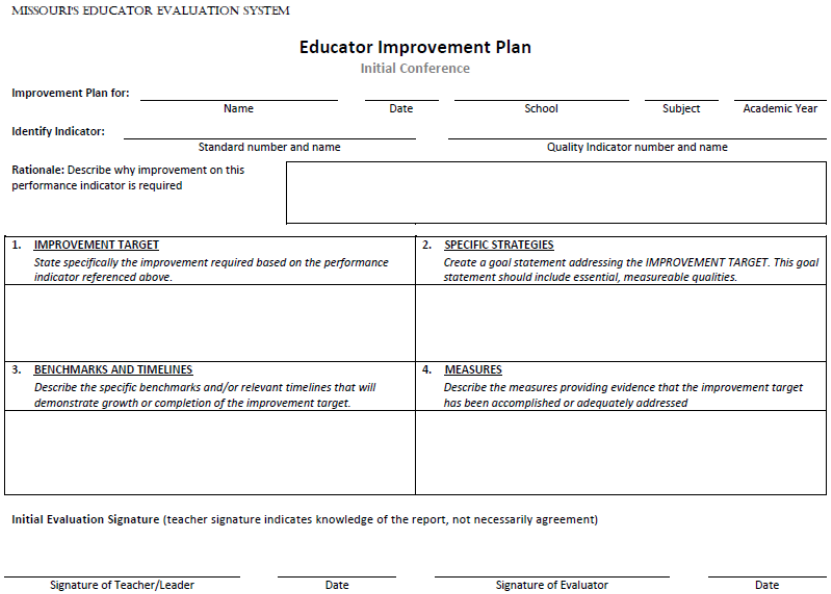
NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 34: *Improvement Plan, Initial Conference*	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at **any time** throughout the year or at any point in a teacher's career	The Initial Conferenece form should be completed **immediately after** detection of areas of concern	The Initial Conference should be held **immediately after** completion of the form	Formal and informal observations and/or conferences should be conducted **throughout the remainder of the established timeline** for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the **end of the timeline**

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

Educator Improvement Plan forms



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

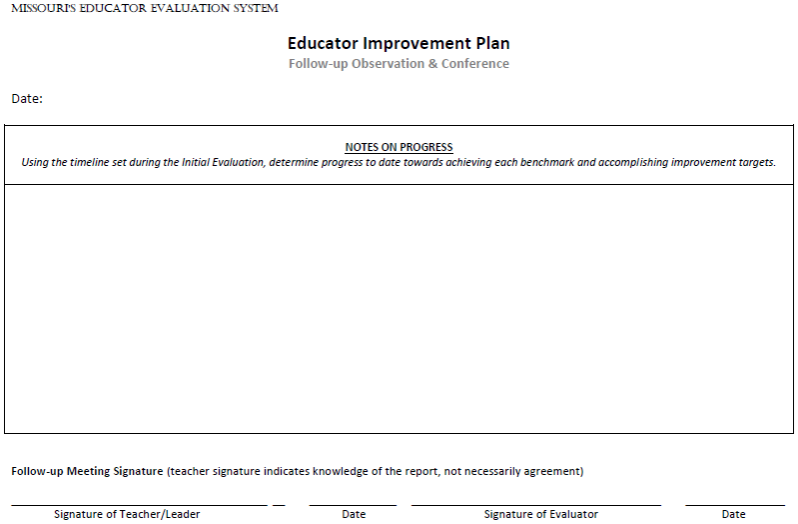
Identify Indicator: _____ (Standard number and name) _____ (Quality Indicator number and name)

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	2. SPECIFIC STRATEGIES *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	4. MEASURES *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Follow-up Observation & Conference

Date:

NOTES ON PROGRESS *Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.*

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

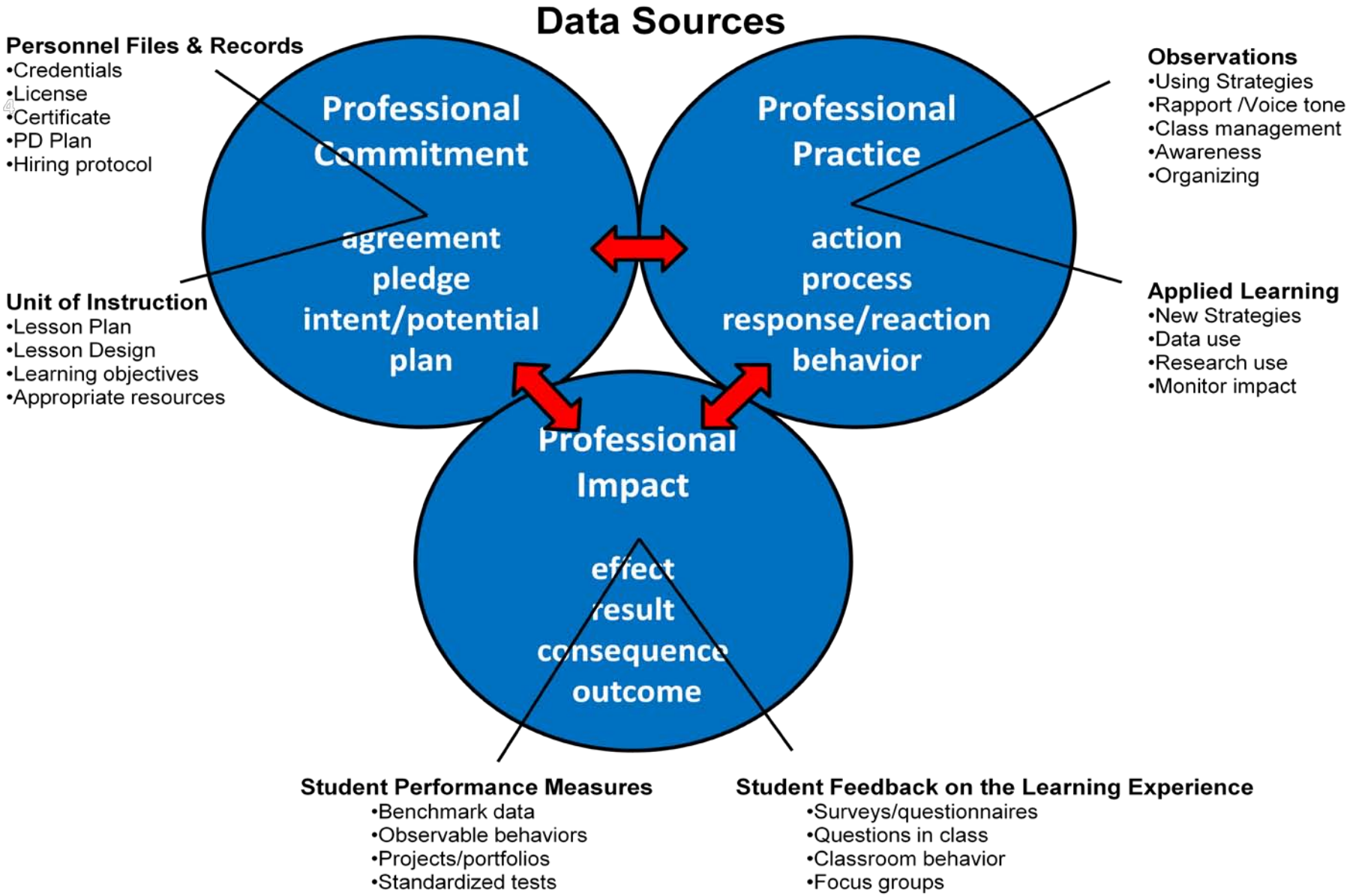
The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.

Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



Teacher Growth Guide 1.1

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*	***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the content* ***Evidence of Impact*** *Students are able to use academic language*	***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most important concepts of the content and includes new content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*	***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 1.2

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging	Developing	Proficient	Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.	1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.	1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.	1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Identifies engagement strategies to use to maintain student interest* ***Evidence of Impact*** *Students are interested and engaged in the content*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses engagement strategies to increase students' levels of interest and activity* ***Evidence of Impact*** *Students' engagement causes content knowledge to advance*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning* ***Evidence of Impact*** *Individual student's learning increases and students can articulate why learning activities cause them to learn*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.* ***Evidence of Impact*** *Students demonstrate deeper content knowledge and understanding*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 1.3

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging	Developing	Proficient	Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.	1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.	1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.	1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Instruction indicates a basic level of understanding about research and inquiry methodologies* ***Evidence of Impact*** *Students have a general knowledge of basic inquiry and research strategies*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Accepted methods of research in the content area are identifiable in observations of instructional practice* ***Evidence of Impact*** *Students begin to use basic methods of inquiry/research methodologies*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline* ***Evidence of Impact*** *Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Student- inquiry instructional approaches are prominent throughout instruction* ***Evidence of Impact*** *Students design and conduct research individually and in teams using standards of evidence in the field*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 1.4

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging	Developing	Proficient	Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Connections between various disciplines are logical and add to overall learning* ***Evidence of Impact*** *Students understand the meaning of inter-disciplinary content connections*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery* ***Evidence of Impact*** *Students apply disciplinary knowledge to real world problems with interdisciplinary themes*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question* ***Evidence of Impact*** *Students analyze the complexities of an issue or question using perspectives from varied disciplines*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Incorporates current interdisciplinary themes into collaborative classroom learning experiences* ***Evidence of Impact*** *Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 1.5

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging	Developing	Proficient	Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Professional Frames			
Evidence of Commitment *Reviews lesson plans to identify areas of potential bias* ***Evidence of Practice*** *Demonstrates importance and appreciation of a variety of perspectives* ***Evidence of Impact*** *Student understanding of local and global issues surrounding disciplinary content expands*	***Evidence of Commitment*** *Eliminates bias in lesson designs and learning objectives* ***Evidence of Practice*** *Instructional activities include global perspectives and/or critical examination of bias* ***Evidence of Impact*** *Students' ability increases to develop balanced, diverse social and cultural perspectives*	***Evidence of Commitment*** *Conduct reviews and research to build background knowledge and a variety of perspectives* ***Evidence of Practice*** *Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving* ***Evidence of Impact*** *Students engage in questioning and challenging of conventional assumptions and standard approaches*	***Evidence of Commitment*** *Lesson designs and learning objectives exhibit a variety of perspectives* ***Evidence of Practice*** *Instructional strategies and learning activities include students addressing real-world problems* ***Evidence of Impact*** *Students address real-world problems related to the discipline that improve their community and/or world*
Score = 0 **1** **2**	**3** **4**	**5** **6**	**7**

Possible Sources of Evidence

<u>Standard 1</u>: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Teacher Growth Guide 2.1

<u>Standard 2</u>: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging	Developing	Proficient	Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.	2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.	2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.	2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Professional Frames			
Evidence of Commitment *Designs instruction with a basic understanding of developmental factors* ***Evidence of Practice*** *Instructional decisions are based on an understanding of how students develop* ***Evidence of Impact*** *Developmental factors specific to students are recognized*	***Evidence of Commitment*** *Knows and can apply theories of child/adolescent growth* ***Evidence of Practice*** *Examples or research on models of growth and development are used as a resource to guide instructional decisions* ***Evidence of Impact*** *Students development increases as a result of teacher's use of theories as a resource*	***Evidence of Commitment*** *Monitors and charts learner progress toward goals* ***Evidence of Practice*** *Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities* ***Evidence of Impact*** *Students progress to the next level of development as a result of teacher's use of assessment*	***Evidence of Commitment*** *Maintains resources to assist colleagues in their understanding of developmental theories* ***Evidence of Practice*** *Is able to act as a resource to other colleagues in using models of growth and development to guide instruction* ***Evidence of Impact*** *Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 2.2

<u>Standard 2</u>: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging	Developing	Proficient	Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.	2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.	2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.	2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Use of classroom routines and procedures highlight student responsibility* ***Evidence of Impact*** *Students demonstrate basic responsibility based on clear expectations*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom practices, routines and instruction emphasizes students setting goals* ***Evidence of Impact*** *Students demonstrate responsibility by setting personal learning goals*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom practices and routines emphasize student organization and setting short-and long-term goals* ***Evidence of Impact*** *Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Facilitates learning activities requiring student control of their own learning* ***Evidence of Impact*** *Students work productively and cooperatively with each other to achieve learning goals*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging	Developing	Proficient	Distinguished
2E3) The emerging teacher… Applies theories of learning to create well-planned and delivered instruction.	2D3) The developing teacher also… Implements research-based instruction focused on production of learning for individual students.	2P3) The proficient teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	2S3) The distinguished teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Professional Frames			
Evidence of Commitment *Lesson plans are consistent with best-practice and foundational and current learning theories* ***Evidence of Practice*** *Alignment exists between instruction that is planned and instruction that is delivered* ***Evidence of Impact*** *Students receive instruction based on effective planning*	***Evidence of Commitment*** *Uses foundational and current learning theories to design instruction aimed at fostering learning in every student* ***Evidence of Practice*** *Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs* ***Evidence of Impact*** *Students individual learning needs are addressed*	***Evidence of Commitment*** *Uses emerging research to design instruction likely to produce learning for every student* ***Evidence of Practice*** *Consistently and effectively delivers instruction which focuses on producing learning gains for every student* ***Evidence of Impact*** *Student learning gains increase as a result of the teacher's effective instruction*	***Evidence of Commitment*** *Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student* ***Evidence of Practice*** *Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom* ***Evidence of Impact*** *Student learning gains increase as a result of theories of learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 2.4

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging	Developing	Proficient	Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.	2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.	2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
Professional Frames			
Evidence of Commitment *Designs lessons and activities based on the unique needs of students* ***Evidence of Practice*** *Can articulate important characteristics and needs of students as they apply to learning* ***Evidence of Impact*** *Students appear to exhibit positive rapport with the teacher and are generally motivated to learn*	***Evidence of Commitment*** *Lesson design and plans for instruction demonstrate respect and value for each student* ***Evidence of Practice*** *Highlights unique attributes of individual students as a part of classroom instruction and learning* ***Evidence of Impact*** *Students perceive they are respected, valued and are encouraged to learn*	***Evidence of Commitment*** *Plans for an inviting and nurturing educational environment that enhances learning* ***Evidence of Practice*** *Engages in strategies that promote trust and positive rapport to enhance the learning of each student* ***Evidence of Impact*** *Students learning increases and students demonstrate positive relationships with the teacher and peers*	***Evidence of Commitment*** *Learning objectives and activities highlight the skills and talents of all students* ***Evidence of Practice*** *Classroom techniques and rapport highlight the unique skills and talents of every child* ***Evidence of Impact*** *Students ask questions, take risks and enjoy learning*
Score = 0 **1** **2**	**3** **4**	**5** **6**	**7**

Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Professional Frames			
Evidence of Commitment *Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Practice*** *Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Impact*** *Students know the way they think and learn is considered and addressed*	***Evidence of Commitment*** *Lessons indicate an understanding of individual student traits and prior experiences* ***Evidence of Practice*** *Learning activities highlight and build off students individual characteristics traits and prior experiences* ***Evidence of Impact*** *Students can explain connections between their prior knowledge and current instruction*	***Evidence of Commitment*** *Plans instruction that will engage and advance each student in her/her learning and development* ***Evidence of Practice*** *Assessment data is maintained to confirm that students are moving forward* ***Evidence of Impact*** *Students use prior knowledge to predict new information and increase their knowledge and skill*	***Evidence of Commitment*** *Modifies lesson design and learning objectives as needed to help students become more successful learners* ***Evidence of Practice*** *Learning activities involve every student in the advancement of his/her own learning* ***Evidence of Impact*** *Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 2.6

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging	Developing	Proficient	Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.	2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.	2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Collects and reviews demographic and biographical data of students* ***Evidence of Impact*** *Students perceive that their particular differences and needs are recognized*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values* ***Evidence of Impact*** *Students' learning is positively affected*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others* ***Evidence of Impact*** *Students respect the differences of others as modeled*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures* ***Evidence of Impact*** *Students experience an environment of trust and mutual respect*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment

- Student assessment data
- Lesson/unit plans
- Substitute teacher plan
- Bulletin board(s)
- Posted behavioral norms/class procedures
- Student work/rubric displays
- Structured teacher interviews
- Student/parent survey
- Research documentation log
- Instructional records
- Professional growth plans
- Personnel file
- Flexible grouping plans
- Rubrics/scoring guides
- Self reflection
- Student inventories - interest, learning style, multiple intelligence, developmental
- Observation
- Tiered/differentiated lessons/units
- Communications
- Educational environment
- Agenda - collaborative meeting
- IEP conferences/reports
- Counselor reports
- Professional learning

Professional Practice

- Maintains individual student records and assessment data
- Monitors individual student growth
- Uses assessment data to make informed instructional and/or assessment decisions
- Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles
- Designs and implements student need-based instruction
- Applies learning theories to the design of instruction
- Plans and implements culturally responsive lessons
- Connects instruction to students' background knowledge and experiences
- Facilitates student long- and short-term goal setting
- Provides differentiated learning activities
- Modifies instruction based on a determined need (i.e. student learning, research, etc.)
- Promotes student cooperative learning and collaboration
- Implements research-based instruction
- Makes "in the moment" instructional decisions/changes
- Provides focused, objective, relevant, valid, specific, and purposeful feedback to students
- Creates a safe risk-free learning environment
- Demonstrates a respectful regard for each student
- Models and/or shares with colleagues
- Assists/Coaches colleagues
- Mentors new teachers
- Reflects on practice
- Uses student/parent surveys to inform educator practice
- Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff
- Engages in community activities

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student planners
- Student assessment data
- Student reflection/journals
- Student inventories
- Student /parent feedback/comments
- Student and/or parent survey results
- Structured interviews with students
- Student products/projects
- Performance assessments
- IEP Performance/growth reports
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging	Developing	Proficient	Distinguished
3E1) The emerging teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.	3D1) The developing teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	3P1) The proficient teacher also… Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.	3S1) The distinguished teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Professional Frames			
Evidence of Commitment *Selects and creates learning experiences that are appropriate for district curriculum and assessments* ***Evidence of Practice*** *Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards* ***Evidence of Practice*** *Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction* ***Evidence of Practice*** *Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments* ***Evidence of Practice*** *Participates in formal and informal collegial support activities including curriculum and review committees* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging	Developing	Proficient	Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners	3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.	3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.	3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance* ***Evidence of Impact*** *Students perceive that their individual learning needs are recognized*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance* ***Evidence of Impact*** *Students perceive that their performance improved as a result of specific teacher's lessons and activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Evaluates and reflects on the effectiveness of instructional strategies* ***Evidence of Impact*** *Students identify the teacher's instructional strategies which helped them substantially improve their performance*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support progress* ***Evidence of Impact*** *Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 3.3

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging	Developing	Proficient	Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.	3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.	3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Professional Frames			
Evidence of Commitment *Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards* ***Evidence of Practice*** *Instruction delivered demonstrates differentiation strategies* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards* ***Evidence of Practice*** *Differentiated instructional strategies meet student needs and enhance learning* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards* ***Evidence of Practice*** *Demonstrates adjustments as a part of delivering effective instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards* ***Evidence of Practice*** *Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Possible Sources of Evidence

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
• Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities	• Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes	• Teacher reflections • Professional learning presentations • Homework assignments	• Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
• Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies	• Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons	• Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners	• Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
• Student/Parent feedback • Student/Parent survey perceptual data results	• Student journals/reflections • Student structured interviews	• Student- lead parent conferences • Student tracked record of individual progress	• Observation/examples of student learning needs being met

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developing	Proficient	Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking* ***Evidence of Impact*** *Students are engaged in active learning that promotes the development of critical thinking and problem solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Assesses student growth to determine student use of critical thinking and problem solving skills* ***Evidence of Impact*** *There is growth in student learning and use of critical thinking and problem-solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve* ***Evidence of Impact*** *Students ability to think critically and problem-solve is evident in students' communications and work*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning* ***Evidence of Impact*** *Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 4.2

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging	Developing	Proficient	Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.	4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Professional Frames			
Evidence of Commitment *Lesson design includes the use of instructional resources, including technology* ***Evidence of Practice*** *Delivered instruction includes resources and technologies to enhance the teaching and learning process* ***Evidence of Impact*** *Students use new information and technology skills to create accurate products*	***Evidence of Commitment*** *Lesson design includes developmentally appropriate resources* ***Evidence of Practice*** *Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance* ***Evidence of Impact*** *Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions*	***Evidence of Commitment*** *Lesson design includes resources that promote complex thinking skills and student use of technology* ***Evidence of Practice*** *Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills* ***Evidence of Impact*** *Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems*	***Evidence of Commitment*** *Lesson design includes research-based resources and technology* ***Evidence of Practice*** *Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others* ***Evidence of Impact*** *Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products*
Score = 0 1 2	**3 4**	**5 6**	**7**

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging	Developing	Proficient	Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.	4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.	4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Effectively manages students and learning activities in both individual and collaborative situations* ***Evidence of Impact*** *Students participate in individual and collaborative learning activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom structures include independent,* cooperative *and whole class as appropriate to content* ***Evidence of Impact*** *Students define roles and demonstrate improved collaborative skills in various learning structures*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies* ***Evidence of Impact*** *Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations* ***Evidence of Impact*** *Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

<u>Standard 4</u>: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
• Lesson plans/unit plans • Lesson design	• Planned resource list including technology resources • Instructional strategies list	• Planned Cooperative learning strategies (list) • Plans for projects and activities	• Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice			
• Selects and utilizes developmentally appropriate instructional resources including technology • Adapts instructional resources to promote complex thinking and technology skills attainment • Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals.	• Implements learning activities focused on higher order thinking and problem-solving skills • Utilizes cooperative learning strategies that promote collaborative learning • Utilizes class debates and other methods requiring students to defend their thinking and solutions • Uses independent, collaborative and whole-class learning situations	• Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations	• Provides frequent opportunities for students to use critical thinking and problem solving • Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling
Professional Impact			
• Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data	• Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/ research/reports • Student application/use of technology tools - demonstrations, projects, products, etc.	• Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products	• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Demonstration/examples that students are able to explain their reasoning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing	Proficient	Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Professional Frames			
Evidence of Commitment *Classroom artifacts (posted rules and protocols) support effective techniques* ***Evidence of Practice*** *Engages in techniques to manage behavior in the classroom* ***Evidence of Impact*** *Student misbehavior is addressed*	***Evidence of Commitment*** *Artifacts include strategies for addressing misbehavior* ***Evidence of Practice*** *Techniques address misbehavior promptly and positively allowing instruction to continue* ***Evidence of Impact*** *Student misbehavior is addressed promptly and positively allowing instruction to continue*	***Evidence of Commitment*** *Posted management techniques address a wide variety of possible misbehaviors* ***Evidence of Practice*** *Demonstrates adaptations to techniques to address unique student misbehaviors* ***Evidence of Impact*** *Unique misbehaviors are addressed promptly and positively allowing student learning to continue*	***Evidence of Commitment*** *Artifacts for classroom management are shared with colleagues* ***Evidence of Practice*** *Serves as a resource to other colleagues on effective classroom management* ***Evidence of Impact*** *Colleagues improve their use of classroom management techniques*
Score = 0 1 2	**3 4**	**5 6**	**7**

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging	Developing	Proficient	Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.	5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Professional Frames			
Evidence of Commitment *Designs routines that support effective management of time, space, transitions and activities* ***Evidence of Practice*** *Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction* ***Evidence of Impact*** *Students are generally engaged and somewhat responsive to the teacher's classroom management strategies*	***Evidence of Commitment*** *Routines and structures support effective management of time, space, transitions and activities* ***Evidence of Practice*** *Maintains student engagement by effectively managing time, space, transitions, and activities* ***Evidence of Impact*** *Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities*	***Evidence of Commitment*** *Routines and structures are modified as necessary to enhance effective management* ***Evidence of Practice*** *Engagement data indicates a strong impact from the management of time, space, transitions and activities* ***Evidence of Impact*** *Students are engaged and see the importance of self direction and control*	***Evidence of Commitment*** *Routines and structures are modified based on student input* ***Evidence of Practice*** *Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities* ***Evidence of Impact*** *Colleagues improve their own management of time, space, transitions, and activities*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 5.3

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging	Developing	Proficient	Distinguished
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	5D3) The developing teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.	5P3) The proficient teacher also… Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.	5S3) The distinguished teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Engages in practices to learn the culture of the school and community* ***Evidence of Impact*** *The classroom learning environment is structured to build positive student relationships and culture*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Positively affects student relationships and learning by using strategies that promote a positive classroom culture* ***Evidence of Impact*** *The classroom learning environment encourages positive student relationships and mutual respect to enhance learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students* ***Evidence of Impact*** *The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Engages students in participating in forming the classroom environment based on the culture of the school and community* ***Evidence of Impact*** *Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning*
Score = 0 1 2	**3 4**	**5 6**	**7**

Possible Sources of Evidence

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment			
• Posted classroom procedures/routines • Classroom norms • Parent/community outreach			
Professional Practice			
• Designs classroom routines and procedures • Communicates classroom routines, procedures, and expectations for behavior to parents/guardians • Uses motivation and engagement strategies in the classroom • Organizes classroom and routines with regard to management of time, space, transitions and activities	• Maintains student engagement by managing time, space, transitions and activities • Self-reflects on the effectiveness of motivation and engagement strategies • Uses effective classroom management techniques preserving instructional time • Engages in practices to learn the culture of the school and community	• Work with students and parents to build a positive, supportive classroom culture • Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community • Adapts strategies to address unique student behaviors • Attends community and school events	• Gathers and implements new research-based strategies for positively managing student behavior • Engages students in strategies to think about and provide input into building positive relationships and culture • Models, coaches, or shares with colleagues strategies to address student behavior
Professional Impact			
• Observation/examples of Student feedback/comments • Students respond to teacher prompts (observable) • Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues) • Classroom discipline/incident report analysis trend data	• Parent/community outreach and engagement summary • Completed homework/projects trend data • Student reflections/journal data • Students/parents survey summary data • Students quickly respond to the teacher's cues and prompts	• Students maintain high levels of engagement • Students understand expectations and automatically follow the procedures, routines, and norms--self directed • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)	• Students participate in forming the classroom environment • Staff survey • Attendance data • IEP reports

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging	Developing	Proficient	Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.	6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.
Professional Frames			
Evidence of Commitment *Non-verbal communication (written, electronic, etc.) is basically effective and correct* ***Evidence of Practice*** *Demonstrates a basic level of effective verbal and non-verbal communication* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic communication is effective and correct* ***Evidence of Practice*** *Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic communication is effective and correct for all students* ***Evidence of Practice*** *Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic school and district-wide communication is effective* ***Evidence of Practice*** *Contributes to the overall effective and correct communication coming from the school to the larger community* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging	Developing	Proficient	Distinguished
6E2) The emerging teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.	6D2) The developing teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6P2) The proficient teacher also… Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.	6S2) The distinguished teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs* ***Evidence of Impact*** *Student perceive that the teacher is sensitive to their needs*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications* ***Evidence of Impact*** *Student communication with their teacher is characterized by sensitivity*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond* ***Evidence of Impact*** *Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community* ***Evidence of Impact*** *Students self-monitor their own and other's level of respect and sensitivity*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 6.3

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging	Developing	Proficient	Distinguished
6E3) The emerging teacher… Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6D3) The developing teacher also… Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6P3) The proficient teacher also… Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	6S3) The distinguished teacher also… Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Classroom activities include learner expression in speaking, writing, listening and the use of other media* ***Evidence of Impact*** *Students expand their expression in speaking, writing, listening, and other media adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media* ***Evidence of Impact*** *Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)* ***Evidence of Impact*** *Students promote respect, safe and free expression in the school and the larger school community adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression* ***Evidence of Impact*** *Communication in the larger school community is respectful, safe and free and adheres to district policy*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging	Developing	Proficient	Distinguished
6E4) The emerging teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	6D4) The developing teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	6P4) The proficient teacher also… Facilitates the students' effective use of technology and media communication tools.	6S4) The distinguished teacher also… Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Regularly uses technology and media communication tools to enhance the learning process* ***Evidence of Impact*** *Students use technology effectively during some instructional activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Delivers instruction and models the use of technology and media communication tools to enhance learning* ***Evidence of Impact*** *Students effectively use technology and media communication tools to learn, as directed by the teacher*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses strategies that engage students in effectively using technology and media communication tools* ***Evidence of Impact*** *Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is able to act as resource or assist colleagues and students in their use of technology and media communication tools* ***Evidence of Impact*** *Students effectively assist each other in their use of technology and media communication tools*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
• Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities	• Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions	• Strategies for ELL Students • Samples of effective communication	• Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
• Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication	• Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students	• Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools	• Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
• Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data	• Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work)	• Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample)	• Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging	Developing	Proficient	Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Professional Frames			
Evidence of Commitment *Lesson design includes formal and informal assessments* ***Evidence of Practice*** *Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes multiple assessment modes and approaches* ***Evidence of Practice*** *Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes assessing learner progress* ***Evidence of Practice*** *Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes opportunities to monitor student growth and development* ***Evidence of Practice*** *Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 7.2

<u>Standard 7</u>: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging	Developing	Proficient	Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.	7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.	7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Collects data information and assessment results for instructional planning and decision-making* ***Evidence of Impact*** *Students engage in learning goals that advance mastery of content*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions* ***Evidence of Impact*** *Individual students and the whole class advance in their learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students* ***Evidence of Impact*** *Students understand the learning objectives and set personal goals for learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as an informal resource to others on the effective use of a wide variety of assessments to improve instruction* ***Evidence of Impact*** *Colleagues improve their use of assessment data to positively impact learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging	Developing	Proficient	Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities	7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.	7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills* ***Evidence of Impact*** *Students are prepared for the demands of particular assessment formats*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals* ***Evidence of Impact*** *Students think about their own learning, including setting personal goals*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates adjustments and adaptations for facilitating students' use of assessment data to impact their own learning* ***Evidence of Impact*** *Students report on their own progress to the teacher, parents, and others*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others* ***Evidence of Impact*** *Colleagues improve their capability in facilitating student-led assessment strategies*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging	Developing	Proficient	Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.	7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.	7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.	7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Professional Frames			
Evidence of Commitment *Class instruction is designed to impact learning* ***Evidence of Practice*** *Collects information through observation of classroom interactions, higher order questioning, and analysis of student work* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Planning for class instruction is based on data from previous learning* ***Evidence of Practice*** *Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Instruction design is modified based on data from previous learning* ***Evidence of Practice*** *Modifies instruction based on observation data and monitors to confirm impact* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes ongoing, consistent assessments* ***Evidence of Practice*** *Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 7.5

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging	Developing	Proficient	Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.	7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.	7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Professional Frames			
Evidence of Commitment *Records are in order and up-to-date* ***Evidence of Practice*** *Maintains confidential records of student work and performance to use when communicating student status and progress* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Current, accurate information is maintained on each student's status and progress* ***Evidence of Practice*** *Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Plans for accurate and timely feedback based on multiple data points* ***Evidence of Practice*** *Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Models strategies to keep accurate records and information* ***Evidence of Practice*** *Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging	Developing	Proficient	Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.	7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Professional Frames			
Evidence of Commitment *Maintains data analysis information* ***Evidence of Practice*** *Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Bases lesson design on data analysis* ***Evidence of Practice*** *Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Can model how lesson design in positively impacted by data analysis* ***Evidence of Practice*** *Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Plans for participating in a professional learning community activities* ***Evidence of Practice*** *Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment

- Unit instructional plan including assessment
- Tiered/differentiated lesson designs
- Tiered/differentiated assessments
- Lessons/units amended based on data analysis (examples of both)
- Example of analysis of student learning needs
- Formal/information assessments
- Instructional/assessment record management system
- Scoring guides/rubrics
- Student progress reports
- Examples of communication/feedback to students about their work/progress
- Communication logs to parents/guardians
- Sample parent response sheets
- Parent/guardian communication examples
- Presentation materials
- Professional development attendance record/sign-in sheet
- Mentor log
- Grade level/content area meeting notes and agenda
- Building/district professional learning community log/agenda

Professional Practice

- Uses a variety of formal/informal methods of assessment
- Utilizes individual student assessment data to plan differentiated learning activities
- Maintains a comprehensive instructional/assessment system charting individual student growth and performance
- Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress
- Reviews student trend data
- Communicates clearly to students the learning goals (rubrics/scoring guides)
- Utilizes observation data to modify instruction and monitor impact
- Communicates student progress to parents/guardians using performance and behavior data
- Assists students in charting their own progress and goal setting
- Adjusts instruction to maximize student learning
- Shares knowledge and expertise with colleagues
- Models effective assessment practices to enhance individual and class achievement
- Participates in data team training or works with mentor on data analysis

Professional Impact

- Samples of student directed goal statements
- Samples of pre- and post assessments
- Assessment data guides decisions about specific learning goals
- Data information and assessment results
- Samples of progress reports using concrete student data
- Evidence of changed practice
- Instructional records of individual student progress
- Samples of students charting their own progress
- Student work samples: projects, products, presentations, etc.
- Running Records or Running Charts
- Feedback from colleagues
- Feedback from parents/guardians
- Professional growth plan
- Evidence of individual student growth/performance
- Parent-teacher conference participation
- Behavioral referral data
- RTI, IEP, or 504 plan conference participation

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging	Developing	Proficient	Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.	8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.	8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.	8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Professional Frames			
Evidence of Commitment *Professional development plan documents self-assessment and reflection strategies* ***Evidence of Practice*** *Engages in self-assessment and problem solving on improving their overall impact on student learning* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional development plan documents ongoing self-assessment and reflection strategies* ***Evidence of Practice*** *Observations and conferences indicate attention to reflective practice and professional improvement* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Documents reflections on his/her instructional process and results that impact future planning* ***Evidence of Practice*** *Uses reflections to direct future instruction and monitors the progress and evaluates results* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Can provide direction and mentoring on maintaining effective professional development plans* ***Evidence of Practice*** *Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging			Developing		Proficient		Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.			8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Professional Frames							
Evidence of Commitment *A Professional Growth Plan has been developed that documents focus and priority areas* ***Evidence of Practice*** *Uses mentor as a source of information and becomes aware of available professional learning resources* ***Evidence of Impact*** *N / A*			***Evidence of Commitment*** *Professional Growth Plan documents applied knowledge and new strategies for the classroom* ***Evidence of Practice*** *Practices in the classroom are impacted by new learning outside the classroom* ***Evidence of Impact*** *N / A*		***Evidence of Commitment*** *Professional Growth Plan documents strategies to share expertise and new strategies for the classroom* ***Evidence of Practice*** *Uses new learning to impact instruction and assessment with students and shares outcome with colleagues* ***Evidence of Impact*** *N / A*		***Evidence of Commitment*** *Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning* ***Evidence of Practice*** *Works on a review team or participates in the professional development committee to impact overall learning in the building* ***Evidence of Impact*** *N / A*
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging	Developing	Proficient	Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Professional Frames			
Evidence of Commitment *Maintains information on school procedures and policies* ***Evidence of Practice*** *Adheres to all current school procedures and district policies as stated in the school's code of conduct* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Classroom structures and routines comply with school and district policies and procedures* ***Evidence of Practice*** *Manages behavior, maintains records, etc in accordance with district policies and school procedures* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Maintains appropriate mentor and/or peer documentation (where applicable)* ***Evidence of Practice*** *Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Prepares and documents committee work* ***Evidence of Practice*** *Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

<u>Standard 8</u>: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
• Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan	• New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video	• Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts	• Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
• Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities	• Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees	• Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee	• Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging	Developing	Proficient	Distinguished
9E1) The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.	9D1) The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.	9P1) The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.	9S1) The distinguished teacher also… Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Professional Frames			
Evidence of Commitment *Documents support and growth in mentor logs and aligned to the state's mentor standards* ***Evidence of Practice*** *Meets regularly with a mentor and fully participates in the district/school induction process* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Maintains mentor logs document support and growth and aligned to the state's mentor standards* ***Evidence of Practice*** *Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional Growth Plan is documentation of the mentor training* ***Evidence of Practice*** *Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Mentor logs document work with new teachers* ***Evidence of Practice*** *Is trained on the state's mentor standards and is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

Teacher Growth Guide 9.2

<u>Standard 9</u>: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging	Developing	Proficient	Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.	9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.	9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Actively leads in the implementation and evaluation of strategies that address needs and services in the school* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Teacher Growth Guide 9.3

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging	Developing	Proficient	Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.	9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.	9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.	9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

Possible Sources of Evidence

<u>Standard 9</u>: Professional Collaboration

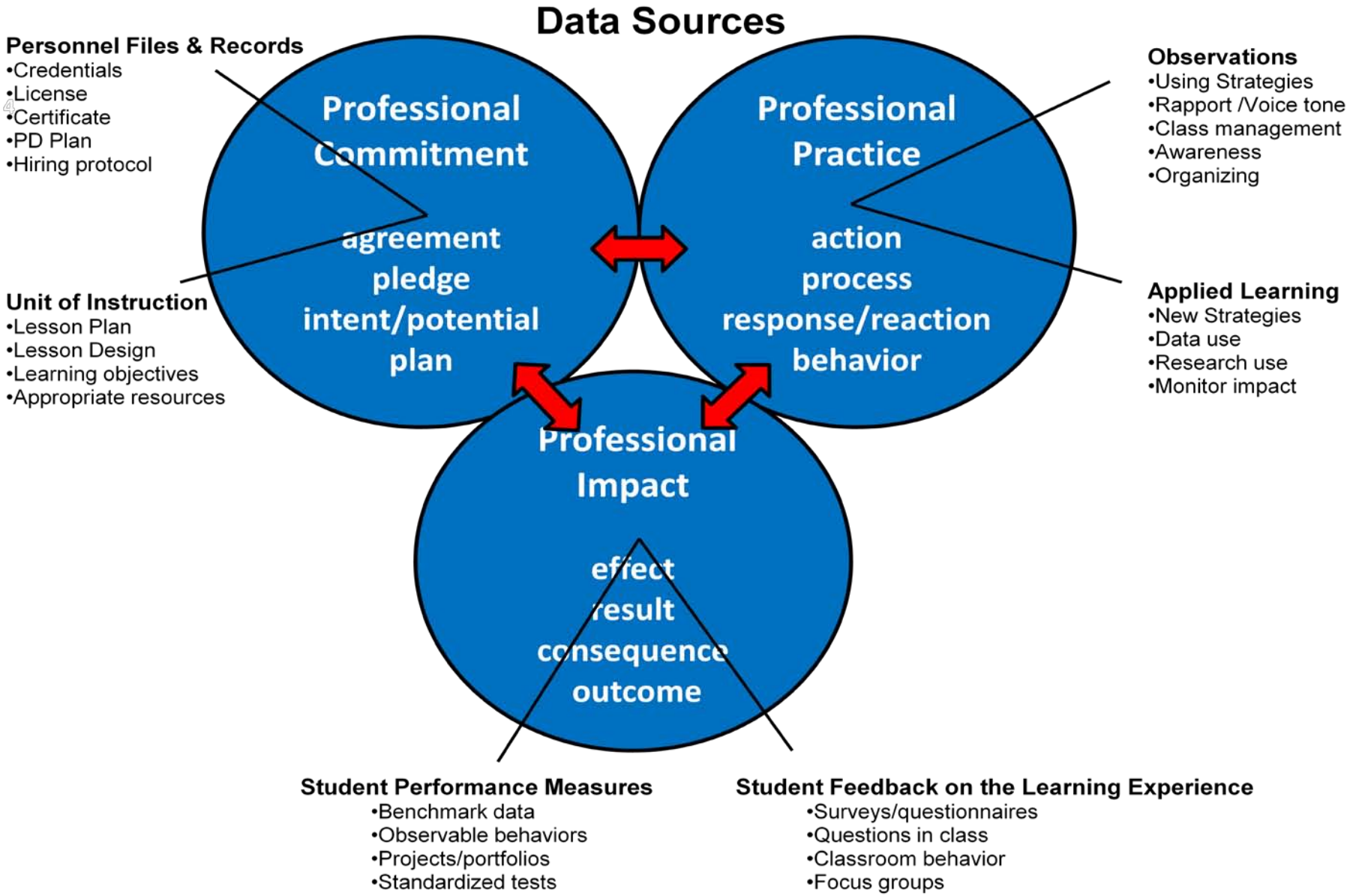
The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned	• Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log	• Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys	• Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
• Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being	• Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships	• Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships	• Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities

Possible Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



Possible Sources of Evidence

<u>Standard 1</u>: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment

- Student assessment data
- Lesson/unit plans
- Substitute teacher plan
- Bulletin board(s)
- Posted behavioral norms/class procedures
- Student work/rubric displays
- Structured teacher interviews
- Student/parent survey
- Research documentation log
- Instructional records
- Professional growth plans
- Personnel file
- Flexible grouping plans
- Rubrics/scoring guides
- Self reflection
- Student inventories - interest, learning style, multiple intelligence, developmental
- Observation
- Tiered/differentiated lessons/units
- Communications
- Educational environment
- Agenda - collaborative meeting
- IEP conferences/reports
- Counselor reports
- Professional learning

Professional Practice

- Maintains individual student records and assessment data
- Monitors individual student growth
- Uses assessment data to make informed instructional and/or assessment decisions
- Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles
- Designs and implements student need-based instruction
- Applies learning theories to the design of instruction
- Plans and implements culturally responsive lessons
- Connects instruction to students' background knowledge and experiences
- Facilitates student long- and short-term goal setting
- Provides differentiated learning activities
- Modifies instruction based on a determined need (i.e. student learning, research, etc.)
- Promotes student cooperative learning and collaboration
- Implements research-based instruction
- Makes "in the moment" instructional decisions/changes
- Provides focused, objective, relevant, valid, specific, and purposeful feedback to students
- Creates a safe risk-free learning environment
- Demonstrates a respectful regard for each student
- Models and/or shares with colleagues
- Assists/Coaches colleagues
- Mentors new teachers
- Reflects on practice
- Uses student/parent surveys to inform educator practice
- Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff
- Engages in community activities

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student planners
- Student assessment data
- Student reflection/journals
- Student inventories
- Student /parent feedback/comments
- Student and/or parent survey results
- Structured interviews with students
- Student products/projects
- Performance assessments
- IEP Performance/growth reports
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress

Possible Sources of Evidence

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
• Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities	• Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes	• Teacher reflections • Professional learning presentations • Homework assignments	• Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
• Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies	• Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons	• Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners	• Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
• Student/Parent feedback • Student/Parent survey perceptual data results	• Student journals/reflections • Student structured interviews	• Student- lead parent conferences • Student tracked record of individual progress	• Observation/examples of student learning needs being met

Possible Sources of Evidence

<u>Standard 4</u>: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
• Lesson plans/unit plans • Lesson design	• Planned resource list including technology resources • Instructional strategies list	• Planned Cooperative learning strategies (list) • Plans for projects and activities	• Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice			
• Selects and utilizes developmentally appropriate instructional resources including technology • Adapts instructional resources to promote complex thinking and technology skills attainment • Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals.	• Implements learning activities focused on higher order thinking and problem-solving skills • Utilizes cooperative learning strategies that promote collaborative learning • Utilizes class debates and other methods requiring students to defend their thinking and solutions • Uses independent, collaborative and whole-class learning situations	• Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations	• Provides frequent opportunities for students to use critical thinking and problem solving • Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling
Professional Impact			
• Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data	• Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/ research/reports • Student application/use of technology tools - demonstrations, projects, products, etc.	• Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products	• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Demonstration/examples that students are able to explain their reasoning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Possible Sources of Evidence

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment			
• Posted classroom procedures/routines • Classroom norms • Parent/community outreach			
Professional Practice			
• Designs classroom routines and procedures • Communicates classroom routines, procedures, and expectations for behavior to parents/guardians • Uses motivation and engagement strategies in the classroom • Organizes classroom and routines with regard to management of time, space, transitions and activities	• Maintains student engagement by managing time, space, transitions and activities • Self-reflects on the effectiveness of motivation and engagement strategies • Uses effective classroom management techniques preserving instructional time • Engages in practices to learn the culture of the school and community	• Work with students and parents to build a positive, supportive classroom culture • Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community • Adapts strategies to address unique student behaviors • Attends community and school events	• Gathers and implements new research-based strategies for positively managing student behavior • Engages students in strategies to think about and provide input into building positive relationships and culture • Models, coaches, or shares with colleagues strategies to address student behavior
Professional Impact			
• Observation/examples of Student feedback/comments • Students respond to teacher prompts (observable) • Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues) • Classroom discipline/incident report analysis trend data	• Parent/community outreach and engagement summary • Completed homework/projects trend data • Student reflections/journal data • Students/parents survey summary data • Students quickly respond to the teacher's cues and prompts	• Students maintain high levels of engagement • Students understand expectations and automatically follow the procedures, routines, and norms--self directed • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)	• Students participate in forming the classroom environment • Staff survey • Attendance data • IEP reports

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
• Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities	• Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions	• Strategies for ELL Students • Samples of effective communication	• Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
• Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication	• Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students	• Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools	• Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
• Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data	• Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work)	• Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample)	• Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment

- Unit instructional plan including assessment
- Tiered/differentiated lesson designs
- Tiered/differentiated assessments
- Lessons/units amended based on data analysis (examples of both)
- Example of analysis of student learning needs
- Formal/information assessments
- Instructional/assessment record management system
- Scoring guides/rubrics
- Student progress reports
- Examples of communication/feedback to students about their work/progress
- Communication logs to parents/guardians
- Sample parent response sheets
- Parent/guardian communication examples
- Presentation materials
- Professional development attendance record/sign-in sheet
- Mentor log
- Grade level/content area meeting notes and agenda
- Building/district professional learning community log/agenda

Professional Practice

- Uses a variety of formal/informal methods of assessment
- Utilizes individual student assessment data to plan differentiated learning activities
- Maintains a comprehensive instructional/assessment system charting individual student growth and performance
- Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress
- Reviews student trend data
- Communicates clearly to students the learning goals (rubrics/scoring guides)
- Utilizes observation data to modify instruction and monitor impact
- Communicates student progress to parents/guardians using performance and behavior data
- Assists students in charting their own progress and goal setting
- Adjusts instruction to maximize student learning
- Shares knowledge and expertise with colleagues
- Models effective assessment practices to enhance individual and class achievement
- Participates in data team training or works with mentor on data analysis

Professional Impact

- Samples of student directed goal statements
- Samples of pre- and post assessments
- Assessment data guides decisions about specific learning goals
- Data information and assessment results
- Samples of progress reports using concrete student data
- Evidence of changed practice
- Instructional records of individual student progress
- Samples of students charting their own progress
- Student work samples: projects, products, presentations, etc.
- Running Records or Running Charts
- Feedback from colleagues
- Feedback from parents/guardians
- Professional growth plan
- Evidence of individual student growth/performance
- Parent-teacher conference participation
- Behavioral referral data
- RTI, IEP, or 504 plan conference participation

Possible Sources of Evidence

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
• Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan	• New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video	• Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts	• Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
• Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities	• Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees	• Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee	• Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

Possible Sources of Evidence

<u>Standard 9</u>: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned	• Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log	• Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys	• Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
• Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being	• Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships	• Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships	• Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities

Surveys

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

1. My teacher makes me feel that he/she cares about me.
   - Not at all
   - Sometimes
   - Usually
   - Always
2. My teacher encourages me to do my best.
   - Not at all
   - Sometimes
   - Usually
   - Always
3. My teacher is helpful when I ask questions.
   - Not at all
   - Sometimes
   - Usually
   - Always

Student behavior is managed to enable learning

4. Our class stays busy and does not waste time.
   - Not at all
   - Sometimes
   - Usually
   - Always
5. My teacher's classroom rules and ways of doing things are fair.
   - Not at all
   - Sometimes
   - Usually
   - Always
6. My classmates' misbehavior slows down the learning process.
   - Not at all
   - Sometimes
   - Usually
   - Always
7. My classmates and I know what we should be doing and learning.
   - Not at all
   - Sometimes
   - Usually
   - Always

Students receive support and scaffolding

8. My teacher checks to make sure we understand what he/she is teaching us.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
9. My teacher explains another way if you don't understand something.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
10. My teacher takes time to summarize what we learn each day.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
11. My teacher helps me when I need it or don't understand something.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

Students experience a challenging work environment

12. My teacher accepts nothing less than our full effort.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
13. My teacher knows when I work hard and am doing my best.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
14. We learn to correct our mistakes.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

15. My teacher wants us to improve our thinking skills.
    - Not at all
    - Sometimes
    - Usually
    - Always
16. My teacher wants me to explain my thinking.
    - Not at all
    - Sometimes
    - Usually
    - Always
17. We learn a lot almost every day.
    - Not at all
    - Sometimes
    - Usually
    - Always

Students are invested in classroom learning

18. My teacher tells us what we are learning and why.
    - Not at all
    - Sometimes
    - Usually
    - Always
19. My teacher helps us set goals for our learning and keep track of our progress.
    - Not at all
    - Sometimes
    - Usually
    - Always
20. My teacher makes school work interesting.
    - Not at all
    - Sometimes
    - Usually
    - Always
21. We get choices in how to complete activities.
    - Not at all
    - Sometimes
    - Usually
    - Always
22. My teacher makes me work hard so I learn what I need to know.
    - Not at all
    - Sometimes
    - Usually
    - Always

23. My teacher assigns homework that helps me learn.
    - Not at all
    - Sometimes
    - Usually
    - Always

Students receive descriptive feedback

24. When my teacher marks my work, he/she writes on my papers to help me understand.
    - Not at all
    - Sometimes
    - Usually
    - Always
25. The comments that I get on my work help me understand how to do my work better.
    - Not at all
    - Sometimes
    - Usually
    - Always

Survey Question	Teacher Standards
1. My teacher makes me feel that he/she cares about me.	(2.2) (2.3) (2.5) (2.6) (3.3) (5.1) (5.3) (6.1) (6.2) (7.2) (7.3) (7.4) (7.5) (9.2) (9.3)
2. My teacher encourages me to do my best.	(1.2) (2.2) (5.1) (5.2) (5.3) (6.1) (6.3) (7.3) (7.5)
3. My teacher is helpful when I ask questions.	(1.1)(1.2) (1.3) (1.5) (2.3) (2.5) (2.6) (3.1) (3.2) (3.3)
4. Our class stays busy and does not waste time.	(5.1) (5.2)(6.1)
5. My teacher's classroom rules and ways of doing things are fair.	(5.1) (5.2) (5.3)
6. My classmates' misbehavior slows down the learning process.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
7. My classmates and I know what we should be doing and learning.	(1.1) (1.2) (2.2) (2.3) (3.1) (3.3) (4.1) (5.1) (5.2) (6.1) (7.2) (7.5)
8. My teacher checks to make sure we understand what he/she is teaching us.	(1.1) (1.2) (2.1) (2.2) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2) (5.1) (6.2) (7.1) (7.3)
9. My teacher explains another way if you don't understand something.	(1.1) (1.2) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2)(6.2) (7.1) (7.3)
10. My teacher takes time to summarize what we learn each day	(1.1) (1.2) (2.1) (1.3) (3.3) (5.2)
11. My teacher helps me when I need it or don't understand something.	(1.1) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (7.2)
12. My teacher accepts nothing less than our full effort.	(2.1) (2.5) (7.1)
13. My teacher knows when I work hard and am doing my best	(2.2) (5.3) (7.1) (7.2) (7.5)
14. We learn to correct our mistakes.	(2.1) (2.2) (2.3) (2.5) (3.2) (3.3) (4.1) (7.1) (7.2) (7.5)
15. My teacher wants us to improve our thinking skills.	(1.3) (2.1) (3.2) (4.1) (4.3) (5.1)
16. My teacher wants me to explain my thinking.	(1.1) (1.2) (1.3) (2.1) (2.5) (4.1)

Survey Question	Teacher Standards
17. We learn a lot almost every day.	(1.1) (1.2) (1.3) (2.1) (2.3) (3.1) (3.2) (4.1) (7.1) (7.4)
18. My teacher tells us what we are learning and why.	(1.1) (1.2) (2.3) (2.5) (3.1) (3.3) (5.1)
19. My teacher helps us set goals for our learning and keep track of our progress.	(2.2) (7.3)
20. My teacher makes school work interesting.	(1.1) (1.2) (2.1) (2.5) (3.2) (4.2)
21. We get choices in how to complete activities.	(1.2) (2.1) (2.3) (2.5) (3.2) (3.3.) (4.1)
22. My teacher makes me work hard so I learn what I need to know	(1.1) (3.3) (4.1) (6.4)
23. My teacher assigns homework that helps me learn.	(1.1) (1.2) (1.3) (2.1) (3.2) (2.5) (3.1) (3.3.)
24. When my teacher marks my work, he/she writes on my papers to help me understand.	(1.1) (1.3) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)
25. The comments that I get on my work help me understand how to do my work better.	(1.1) (1.2) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)

Adapted from Ron Ferguson's Tripod Project 2011

Sample Parent Survey Questions (for teacher)

1. My child's teacher has fair routines, procedures and rules.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

2. My child's teacher creates a good environment for learning.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

3. My child's teacher requires hard work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

4. My child's teacher provides help with things my child does not understand.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

5. My child's teacher knows when my child works hard and does good work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

6. My child's teacher engages my child in class activities.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

7. My child's teacher is fair when grading work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

8. My child's teacher regularly gives feedback on work.
    - ☐ Rarely
    - ☐ Sometimes
    - ☐ Usually
    - ☐ Always

9. My child's teacher is able to meet the particular learning needs of my child.
    - ☐ Rarely
    - ☐ Sometimes
    - ☐ Usually
    - ☐ Always

10. My child's teacher has high expectations.
    - ☐ Rarely
    - ☐ Sometimes
    - ☐ Usually
    - ☐ Always

Sample Survey Question Alignment

Survey Question	Teacher Standards
1. My child's teacher has fair routines, procedures and rules.	(5.1) (5.2) (5.3)
2. My child's teacher creates a good environment for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
3. My child's teacher requires hard work.	(1.1) (3.3) (4.1) (6.4)
4. My child's teacher provides help with things my child does not understand.	(2.1) (2.5)
5. My child's teacher knows when my child works hard and does good work.	(2.2) (5.3) (7.1) (7.2) (7.5)
6. My child's teacher engages my child in class activities.	(1.2) (1.3)
7. My child's teacher is fair when grading work.	(2.3) (7.1) 7.2)
8. My child's teacher regularly gives feedback on work.	(2.2) (6.1) (7.3) (7.5)
9. My child's teacher is able to meet the particular learning needs of my child.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)
10. My child's teacher has high expectations.	(2.2) (5.2) (6.3) (7.3)

Key: Standard 1, Quality Indicator 1 = (1.1)

Growth Plan

Educator Growth Plan

(Based on the Data Team Process Model)

☐ Professional Growth Plan for _____ _____ _____ _____ _____

Name | Date | School | Subject | Academic Year

Identify Indicator: Select Standard _____ Select Indicator _____

Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. **FOCUS**	2. **GOAL**
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

_____ _____ ☐ ☐ ☐

Signature of Teacher | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

Educator Growth Plan

(Based on the PDSA Model)

☐ Professional Growth Plan for _____ _____ _____ _____ _____

Name | Date | School | Subject | Academic Year

Identify Indicator: Select Standard _____ Select Indicator _____

Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. PLAN: State the professional learning goal or objective. *Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by…"*	**2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?** *Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.*
3. STUDY: What do the data tell us? What do the data not tell us? *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	**4. ACT: How will positive results be sustained?** *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?*

_____ _____ _____ _____ _____

Signature of Leader | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

Improvement Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ _____ _____ _____ _____

Name | Date | School | Subject | Academic Year

Identify Indicator: Select Standard _____ Select Indicator _____

Standard number and name | Quality Indicator number and name

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	**2. SPECIFIC STRATEGIES** *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	**4. MEASURES** *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ _____ _____ _____

Signature of Teacher/Leader | Date | Signature of Evaluator | Date

Educator Improvement Plan

Follow-up Observation & Meeting

Date: _____

NOTES ON PROGRESS *Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.*

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____	_____	_____	_____
Signature of Teacher/Leader	Date	Signature of Evaluator	Date

Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Performance Indicator Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Standard # Select Standard	
Quality Indicator # Select Indicator	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	

_____ _____

Teacher's Signature/Date **Observer's Signature/Date**

Signatures indicate the document has been reviewed and discussed.

Performance Indicator Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Standard # Select Standard	
Quality Indicator # Select Indicator	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	

_____ _____

Teacher's Signature/Date **Observer's Signature/Date**

Signatures indicate the document has been reviewed and discussed.

General Observation Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Indicator #1

Select Standard | Select Indicator

Indicator #2

Select Standard | Select Indicator

Indicator #3

Select Standard | Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies Select those that apply	Student Engagement High Moderate Low Disengaged	Depth of Knowledge Extended Thinking Strategic Thinking Skill Concept Recall
Lecture		
Classroom Discussion		
Cooperative Learning		
Group Work		
Guided Practice		
Learning Centers		
Hands On/Active Learning		
Presentations		
Question/Answer		
Independent Student Work		
Peer Evaluation		
Advanced/Graphic Organizers		
Nonlinguistic Representations		
Project Based Learning		
Similarities/Differences		
Summarizing/Note Taking		

Comments/Observations on Teacher Practice Strategies

Classroom Structure

Evidence of Student Work
☐ Yes ☐ No

Room Organized
☐ Yes ☐ No

Curriculum/Instruction

Taught curriculum matches written curriculum ☐ Yes ☐ No
Objectives & DOK Align ☐ Yes ☐ No
Accessible Materials ☐ Yes ☐ No
Clear Learning Targets ☐ Yes ☐ No
Technology Integrated ☐ Yes ☐ No

Learning Assessments Observations

☐ Question/Answer
☐ Quiz or Test
☐ Group Response
☐ Individual Response
☐ Conferencing
☐ Observation
☐ None

Learning Environment

☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
- ☐ Disruptive Behavior
- ☐ Off Task Behavior
- ☐ Lack of Organization

Overall Comments/ Observations

_____ _____

Teacher's Signature/Date **Observer's Signature/Date**

Signatures indicate the document has been reviewed and discussed.

Summative Evaluation Form

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher Evaluation Summative Report **Date:** _____

Teacher: _____ **Probationary:** ☐ **Permanent:** ☐

School: _____ **Subject:** _____ **Academic Year:** _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			
Standard 4: Critical Thinking	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			
Standard 6: Effective Communication	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities

Academic Year: _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7
#2	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7
#3	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ school year.
Teacher's Name ***Effectiveness Rating***

Overall Comments:

☐ **Recommend for Re-Employment**
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ **Do Not Recommend for Re-Employment**

_____ _____ _____ _____
Teacher's Signature **Date** **Evaluator's Signature** **Date**

New Teacher Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

YEAR 1

Prior to the Beginning of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.1 – Content Knowledge *Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge*
Reflection:
Standard 2.3 – Theory of Learning *Description: The mentee's planned learning activities are designed based on foundational and current learning theories and consistent with best-practice*
Reflection:
Standard 3.1 – Implementing the Curriculum *Description: The mentee designs learning experiences appropriate for district curriculum and assessments*
Reflection:
Standard 4.2 – Instructional Resources *Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology*
Reflection:
Standard 6.1 – Verbal and Non-Verbal Communication *Description: The mentee demonstrates effective verbal communication skills as well as non-verbal communication (written, posted, electronic, etc.)*
Reflection:
Standard 8.3 – Professional Responsibilities *Description: The mentee understands school procedures and policies and adheres to all current school procedures and district policies as stated in the district's / school's code of conduct*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

2nd – 3rd Months of the School Year (Quarter 1) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.2 Student Goals *Description: The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations*
Reflection:
Standard 4.1 Critical Thinking Strategies *Description: The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 7.3 Student-Led Assessments *Description: The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

Mentee's Signature	**Date**	**Mentor's Signature**	**Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

4th – 5th Month of School (Quarter 2) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.5 Diverse Social and Cultural Perspectives *Description: The mentee identifies areas of potential bias in their lesson design and demonstrates the importance and appreciation of a variety of perspectives*
Reflection:
Standard 2.4 Differentiated Lesson Design (see also 3.3) *Description: The mentee can articulate important characteristics and needs of their students as they apply to learning and designs lessons and activities based on these needs*
Reflection:
Standard 3.2 Lessons for Diverse Learners *Description: The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance*
Reflection:
Standard 6.1 Verbal and Non-Verbal Communication *Description: The mentee demonstrates effective and correct verbal and non-verbal communication*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

6th Month of School (Mid-Year) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee adjusts routines as needed to support effective management of time, space, transitions and activities*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee uses collects information through observation of classroom interactions, higher order questioning, and analysis of student work and uses information to adjust class instruction to impact learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning*
Reflection:
Standard 9.2 Collaborating to Meet Student Needs *Description: The mentee works collaboratively with colleagues to build relationships to more fully understand services and support needs in the school*
Reflection:

Mentee's Signature	**Date**	**Mentor's Signature**	**Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

7th – 8th Month of School (Quarter 3) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee monitors and adjusts instructional strategies to maintain student engagement and interest*
Reflection:
Standard 2.2 Student Goals *Description: The mentee uses classroom routines and procedures to promote student responsibility in setting clear personal goals and monitoring progress*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicating Student Progress *Description: The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

9th – 10th Month of School (Quarter 4) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and reflects on impact of class instruction on learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan*
Reflection:
Standard 9.1 Induction & Collegial Activities *Description: The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

End of School **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 8.1 Self-Assessment and Improvement *Description: The mente's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year*
Reflection:
Standard 8.2 Professional Learning *Description: The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

Prior to the Beginning of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.1 – Content Knowledge *Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge*
Reflection:
Standard 1.3 Disciplinary Research and Inquiry Methodologies *Description: The mentee demonstrates an understanding of research and inquiry methodologies*
Reflection:
Standard 3.1 – Implementing the Curriculum *Description: The mentee designs coherent learning objectives and experiences appropriate for district curriculum and assessments*
Reflection:
Standard 4.2 – Instructional Resources *Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with the mentor to plan for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 1.4 Interdisciplinary Instruction *Description: The mentee makes connections between various content areas which are logical and add to overall learning resulting in students understand the meaning of inter-disciplinary content connections*
Reflection:
Standard 2.6 Language, Culture, Family, Community Values *Description: The mentee collects and reviews demographic and biographical data of students and modifies instructions and learning activities based on particular student characteristics*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.4 Technology and Media Communication Tools *Description: The mentee plans for and uses technology and media communication tools to enhance the learning process resulting in students using technology effectively during instructional activities*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

2nd – 3rd Months of the School Year (Quarter 1) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.2 Student Goals *Description: The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations*
Reflection:
Standard 4.1 Critical Thinking Strategies *Description: The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 7.3 Student-Led Assessments *Description: The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

Mentee's Signature	**Date**	**Mentor's Signature**	**Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

4th – 5th Month of School (Quarter 2) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 3.2 Lessons for Diverse Learners *Description: The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance*
Reflection:
Standard 3.3 Instructional Goals and DI Strategies *Description: The mentee assesses lesson plans relative to long and short-term goals to accomplish curriculum standards and delivers instruction demonstrating differentiation strategies*
Reflection:
Standard 5.3 Instructional Goals and DI Strategies *Description: The mentee engages in practices to learn the culture of the school and community to create a classroom learning environment structured to build positive student relationships and culture*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

6th Month of School (Mid-Year) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and uses information to adjust class instruction to impact learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning*
Reflection:
Standard 9.3 Cooperative Partnerships Supporting Learning *Description: The mentee engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

7th – 8th Month of School (Quarter 3) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee monitors and adjusts instructional strategies to maintain student engagement and interest*
Reflection:
Standard 6.3 Speaking, Writing and Other Media *Description: The mentee plans and uses classroom activities which include, where appropriate, learner expression in speaking, writing, listening and the use of other media adhering to district policy*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicating Student Progress *Description: The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

9th – 10th Month of School (Quarter 4) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and reflects on impact of class instruction on learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan*
Reflection:
Standard 9.1 Induction & Collegial Activities *Description: The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

End of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 8.1 Self-Assessment and Improvement *Description: The mente's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year*
Reflection:
Standard 8.2 Professional Learning *Description: The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

Summative for New Teachers

MISSOURI'S EDUCATOR EVALUATION SYSTEM

1st & 2nd Year Teacher Evaluation Summative Report **Academic Year** _____ -- _____

Teacher: _____ **School:** _____

Subject/Grade Level: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
* Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
*Standard 2 Comments:			
Standard 3: Curriculum Implementation	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
*Standard 3 Comments:			
Standard 4: Critical Thinking	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
*Standard 5 Comments:			
Standard 6: Effective Communication	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
*Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
*Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
*Standard 8 Comments:			

Standard 9: Professional Collaboration	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
*Standard 9 Comments:			

*The comments section is used for general comments, to note exemplary practice or provide details regarding a specific area of concern
**A "Growth Opportunity" rating on a standard indicates a potential area of growth for the teacher
***An "Area of Concern" rating on a standard indicates improvement is required, is explained in the Comments section and results in an Improvement Plan

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
1		Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section
2		Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name *Effectiveness Rating*

Overall Comments:

☐ **Recommend for Re-Employment**
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ **Do Not Recommend for Re-Employment**

_____ _____ _____ _____
Teacher's Signature **Date** **Evaluator's Signature** **Date**

Research and Proven Practices

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Links to Research and Resources

Introduction

Numerous sources and bodies of research informed the development of Missouri's teacher and leader standards, professional continuum, professional frames and the model Educator Evaluation System. Examples of the research and some of the resources are provided. These may serve as a foundational understanding of the Educator Evaluation System, as well as provide further development regarding an understanding of effective evaluation processes.

National Standards

Missouri's teacher standards have been informed by the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards through a gap analysis conducted by McREL. The National Board for Professional Teaching Standards also informed the development of Missouri's Teacher Standards. The leader standards have been closely aligned to the Educational Leadership Policy Standards: ISLLC 2008.

References and Research

Many bodies of research and theory were used to guide the development of Missouri's standards, professional continuum, and professional frames and the initial version of the model Educator Evaluation System. Some of these with appropriate links are provided.

Mentoring

There are seven Essential Principles of Effective Evaluation. One of the seven addresses the importance of the probationary period. Missouri's Mentor Standards provide guidance in creating successful mentor programs. The Administrator Mentor Program is a DESE sponsored initiative to support new principals, assistant principals, career education directors, special education directors and superintendents.

Links to Research and Resources

Missouri's Standards were informed by and aligned to the following national standards references.

Council of Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue*. Washington, DC: Author.
http://www.ccsso.org/InTASC

Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Beacon Printing, Inc.
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

National Board for Professional Teaching Standards. (n.d.). Retrieved June 2012, from
http://www.nbpts.org/the_standards

The following references some of the articles and research which informed the development of Missouri's Teacher and Leader Standards and the Educator Evaluation System.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching, 2nd edition.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
http://shop.ascd.org/Default.aspx?TabID=55&ProductId=755

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education
http://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf

Fullan, M. (2011, April). *Choosing the wrong drivers for whole system reform*. East Melbourne, VIC: Centre for Strategic Education.
http://www.michaelfullan.ca/home_articles/SeminarPaper204.pdf

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
http://www.routledge.com/books/details/9780415476188/

Lemov, Doug. (2010) *Teach Like a Champion: 49 Techniques that put students on the path to college.* San Francisco, CA: Jossey-Bass.
http://www.douglemov.com

Measures of Effective Teaching (MET) Project. (2012, January). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Bill & Melinda Gates Foundation.
http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf

Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. Jossey-Bass. http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470449969.html

Marshall, K. (2010, September 4). Teacher evaluation rubrics. Retrieved June 2012, from http://www.marshallmemo.com/articles/%20KM%20Teacher%20Eval%20Rubrics%20Sept%202010.pdf

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD). http://shop.ascd.org/Default.aspx?TabID=55&ProductId=790

McClellan, C. (2012, February 5). *Teacher evaluator training & certification: Lessons learned from the measures of effective teaching project*. The Danielson Group. http://www.danielsongroup.org/article.aspx?type=news&page=METLessons

Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL. http://www.ctc.ca.gov/educator-prep/ASC/5031RR_BalancedLeadership.pdf

Measures of Effective Teaching (MET) Project. (2010, December). *Learning about teaching: Initial findings from the measures of effective teaching project*. Bill & Melinda Gates Foundation. http://www.metproject.org/downloads/Preliminary_Finding-Policy_Brief.pdf

The New Teacher Project. (2010). *Teacher evaluation 2.0*. http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf?files/Teacher-Evaluation-Oct10F.pdf

The New Teacher Project. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. http://widgeteffect.org/downloads/TheWidgetEffect.pdf

The following references mentoring support and services in Missouri.

Missouri Department of Elementary and Secondary Education. (2008, May). *Missouri mentoring program standards*. Retrieved June 2012, from http://www.dese.mo.gov/divteachqual/leadership/documents/mentoringstandards.pdf

Missouri Department of Elementary and Secondary Education. (n.d.) *Administrator mentoring program*. Retrieved June 2012, from http://www.dese.mo.gov/divteachqual/leadership/mentor_prog/index.html

Introduction to the Literature Review of the Missouri Teacher Professional Practice Standards

This review of the literature that supports the Missouri Standards and Quality Indicators was conducted by RMC Research Corporation (http://www.rmcresearchcorporation.com/). The review provides a brief summary of high-quality evidence in support of each of the specific performance elements that comprise Missouri's Teacher Standards and Quality Indicators. The review includes summaries of pertinent research, references for those who would like to read more about the actual studies, additional resources, and related research. The review can serve as source of professional development to assist teachers in their focus and growth on particular indicators.

Included in this review are references for the following standards and quality indicators:

Standard 1: Content knowledge aligned with appropriate instruction

- Quality Indicator 1 – Content knowledge and academic language
- Quality Indicator 2 – Student engagement in subject matter
- Quality Indicator 3 – Disciplinary research and inquiry methodologies
- Quality Indicator 4 – Interdisciplinary instruction
- Quality Indicator 5 – Diverse social and cultural perspectives

Standard 2: Student Learning, Growth and Development

- Quality Indicator 1 – Cognitive, social, emotional and physical development
- Quality Indicator 2 – Student goals
- Quality Indicator 3 – Theory of learning
- Quality Indicator 4 – Differentiated lesson design
- Quality Indicator 5 – Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6 – Language, culture, family and knowledge of community values

Standard 3: Curriculum Implementation

- Quality Indicator 1 – Implementation of curriculum standards
- Quality Indicator 2 – Lessons for diverse learners
- Quality Indicator 3 – Instructional goals and differentiated instructional strategies

Standard 4: Critical Thinking

- Quality Indicator 1 – Instructional strategies leading to student engagement in problem-solving and critical thinking
- Quality Indicator 2 – Appropriate use of instructional resources to enhance student learning
- Quality Indicator 3 – Cooperative, small group and independent learning

Standard 5: Positive Classroom Environment

Quality Indicator 1 – Classroom management techniques
Quality Indicator 2 – Management of time, space, transitions, and activities
Quality Indicator 3 – Classroom, school and community culture

Standard 6: Effective Communication

Quality Indicator 1 – Verbal and nonverbal communication
Quality Indicator 2 – Sensitivity to culture, gender, intellectual and physical differences
Quality Indicator 3 – Learner expression in speaking, writing and other media
Quality Indicator 4 – Technology and media communication tools

Standard 7: Student Assessment and Data Analysis

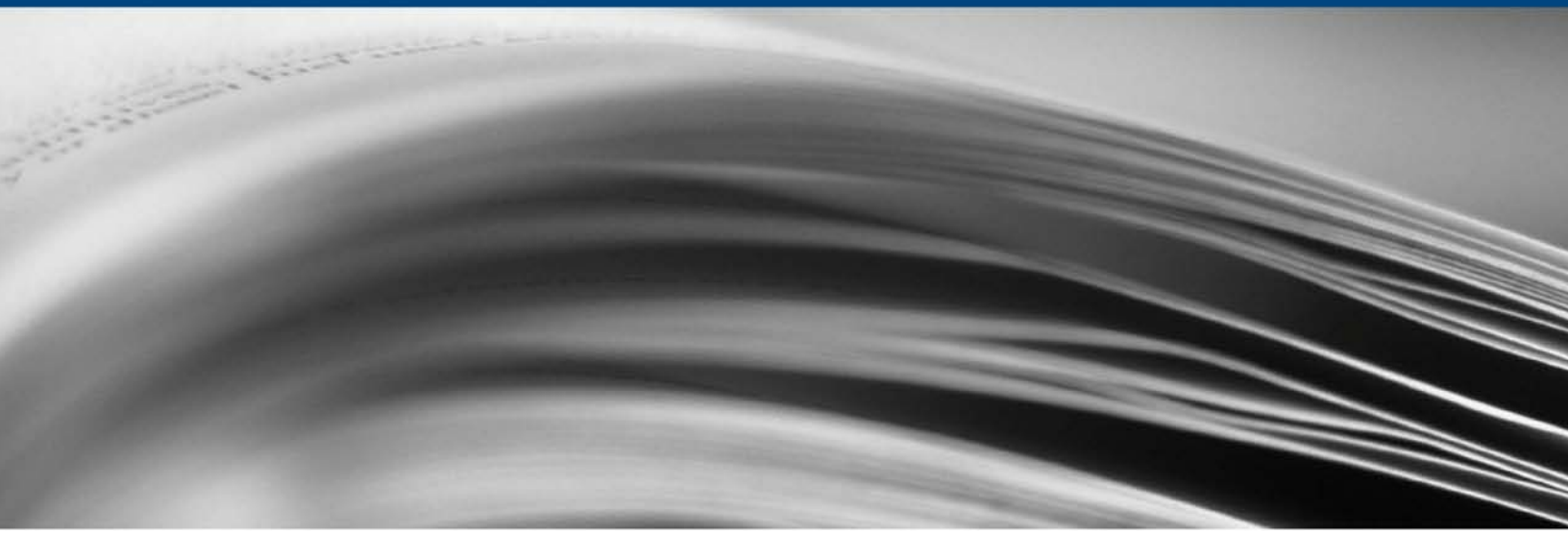
Quality Indicator 1 – Effective use of assessments
Quality Indicator 2 – Assessment data to improve learning
Quality Indicator 3 – Student-led assessment strategies
Quality Indicator 4 – Effect of instruction on individual/class learning
Quality Indicator 5 – Communication of student progress and maintaining records
Quality Indicator 6 – Collaborative data analysis

Standard 8: Professionalism

Quality Indicator 1 – Self- assessment and improving
Quality Indicator 2 – Professional learning
Quality Indicator 3 – Professional rights, responsibilities and ethical practices

Standard 9: Professional Collaboration

Quality Indicator 1 – Induction and collegial activities
Quality Indicator 2 – Collaborating to meet student needs
Quality Indicator 3 – Cooperative partnerships in support of student learning



LITERATURE REVIEW

MISSOURI TEACHER STANDARDS

PREPARED FOR:
MR. PAUL KATNIK, ASSISTANT COMMISSIONER
OFFICE OF EDUCATOR QUALITY
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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JUNE 2013

RMC RESEARCH

MISSOURI TEACHER STANDARDS

LITERATURE REVIEW

PREPARED FOR:

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JUNE 2013

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RMC Research Corporation is an Equal Employment Opportunity and Affirmative Action Employer and a Drug-Free Workplace.

MO Standard	Evaluative Criteria for Teacher Professional Practice
1.1	**Teacher delivers content knowledge and increases academic language**
	Aligns with *InTASC Standard #4: Content Knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
	Several studies have found that deep content-area knowledge, specifically in math, appear to positively impact student achievement (Clotfelter, et al., March 2007, October 2007; Goldhaber & Brewer 1999; Harris & Sass, 2007; Hill, et al., 2005). The National Council for Accreditation of Teacher Education (NCATE, 1996) noted that "many studies confirm that the best teachers have mastered their subjects, understand the learning process, and are experts in a wide range of teaching methods." Shulman (1987) asserts that effective teachers must understand purpose, subject matter structures, and ideas within and outside the discipline, and understand it in multiple ways. Stevenson and Stigler (1992) suggest that highly qualified teachers have a cognitive command of the subject matter, structure information logically for students, consistently monitor student performance, and provide students with immediate feedback. Danielson (1996, 2006) states that good teachers have a thorough understanding of the curriculum and an understanding of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels is critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students. *References:* Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, March). *How and why do teacher credentials matter for student achievement?* Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from http://www.caldercenter.org/PDF/1001058_Teacher_Credentials.pdf Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, October). *Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from http://www.caldercenter.org/PDF/1001104_Teacher_Credentials_HighSchool.pdf

	Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: Association for Supervision and Curriculum Development. Goldhaber, D., & Brewer, D. (1999). Teacher licensing and student achievement. In M. C. Kanstroom & C. E. Finn, Jr. (Eds.), *Better teachers, better schools* (pp. 83-102). Washington, DC: Thomas B. Fordham Foundation. Available from http://www.ptec.org/items/detail.cfm?ID=7411 Harris, D. N., & Sass, T. R. (2007, March). *Teacher training, teacher quality, and student achievement*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from http://www.caldercenter.org/PDF/1001059_Teacher_Training.pdf Hill, H. C., Rowan, B., & Loewenberg Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, *42*(2), 371-406. Available from http://sitemaker.umich.edu/lmt/files/hillrowanball.pdf National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future.* New York: Author. Available from https://dst.sp.maricopa.edu/DWG/STPG/JuniorACE/Shared%20Documents/Teacher%20development/WhatMattersMost.pdf Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22. Stevenson, H. W., & Stigler, J. W. (1992). *The learning gap*. New York: Summit Books.
1.2	**Teacher engages students in subject matter**
	Aligns with *InTASC Standard #4: Content Knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
	Danielson (1996, 2006) established that content includes not only factual information but all aspects of a subject, including concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who know their subjects also know how to ask the right questions and how to handle conceptual development. A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions and how these should be handled. Research shows that students perform better academically when teachers ask focused questions, provide immediate

	feedback, and engage students in discussion and review of content (Bielefeldt, 1990; Brophy & Good, 1986; Evertson & Harris, 1992; Gottfried & Gottfried, 1991; Levine & Lezotte, 1990; Martens & Kelly, 1993; McCarthy, Webb, & Hancock, 1995; Sammons, Hillman, & Mortimore, 1995; Wang, Haertel, & Walberg, 1993-94). *References:* Bielefeldt, T. (1990, February). Classroom discipline. *Research Roundup*, *5*(2), (ERIC Document Reproduction Service No. ED 318 133). Brophy, J. E., and Good, T. L. "Teacher Behavior and Student Achievement." In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-377). New York: Macmillan. Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: Association for Supervision and Curriculum Development. Evertson, C. M., and Harris, A. L. (1992, April). What we know about managing classrooms. *Educational Leadership*, *49(*7*)*, 74-78. Gottfried, A. E., & Gottfried, A. W. (1991, April). *Parents' reward strategies and children's academic intrinsic motivation and school performance*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA, (ERIC Document Reproduction Service No. ED 335 144). Levine, D. U., & Lezotte, L. W. (1995). Effective schools research. In J. A. Banks & C. A. Banks, *Handbook of research on multicultural education*. New York: Macmillan. Martens, B. K., & Kelly, S. Q. (1993). A behavioral analysis of effective teaching. *School Psychology Quarterly*, 8, 10-6. McCarthy, M. T., Webb, J. M., & Hancock, T. E. (1995, April). Form of feedback effects on verb learning and near-transfer tasks by sixth graders. *Contemporary Educational Psychology*, *20*(2), 140-150. Sammons, P., Hillman, J., & Mortimore, P. (1994, November). *Key characteristics of effective schools: A review of school effectiveness research*. London: International School Effectiveness & Improvement Centre, University of London. Wang, M. C., Haertel, G. D., & Walberg, H. J. (December 1993-January 1994). What helps students learn?" *Educational Leadership*, *51*(4), 74-79.

1.3	**Teacher engages students in methods of inquiry and research**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
	Several studies have found that effective teaching emphasizes the importance of higher-order thinking skills such as inquiry and research (Brophy & Good, 1986; Ellis & Worthington, 1994; McLaughlin & Talbert 1993; Snapp & Glover, 1990; Wenglinsky, 2001). A meta-analysis by Redfield and Rousseau (1981) concluded that the predominant use of higher-level questions during instruction yielded positive gains on tests of both factual recall and application of thinking skills. Hyde and Bizar (1989) found that teachers who value student thinking structure their classrooms to give students time to think, problems that are worthy of thinking about, and other students with whom to think. Several studies cited in *Tennessee's Framework for Evaluation and Professional Growth: Comprehensive Assessment* (2009) found that students perform better academically when they have teachers that ask focused questions, provide immediate feedback, and engage students in discussion and review of content. *References:* Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-377). Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators. Hyde, A. A., & Bizar, M. (1989). *Thinking in context: Teaching cognitive processes across the elementary school curriculum*. New York: Longman. McLaughlin, M. W., & Talbert, J. E. (1993). *Contexts that matter for teaching and learning*. Stanford, CA: Stanford University. Redfield, D. L., & Rousseau, E. W. (1981). A meta-analysis of experimental research on teacher questioning behavior. Review of Educational Research, 51(2): 237-245. Snapp, J. C., & Glover, J. A. (1990). Advanced organizers and study questions. *Journal of Educational Research, 83,* 266–271. Tennessee State Board Education. (2009). *Framework for evaluation & professional growth: Comprehensive assessment.* Nashville, TN: Author. Available from http://www.tn.gov/education/frameval/doc/comprehensive_assessment.pdf Wenglinsky, H. (2001). *Teacher classroom practices and student performance: How schools can make a difference* (Report Number RR-01-19). Princeton, NJ: Educational Testing Service.

1.4	**Teacher makes interdisciplinary content connections**
	Aligns with InTASC Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
	Several studies (Black, 1997; Gregson, 1992; Jacobs, 1989; Stemmer, Brown & Smith, 1992) have found that teachers who integrate workplace readiness skills into content area instruction and select workplace problems to illustrate how academic skills are applied in real world settings enable students to relate the learning material back to other courses or workplace applications and increase achievement. Rogers and Freiberg (1994) found that experiential learning that includes self-discovery and real life experiences enhance student achievement. Interdisciplinary/ cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, & Newman, 1990). *References:* Black, Susan. (1997, August). Branches of knowledge. *The American School Board Journal*, 35-37. Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ: Lawrence Erlbaum Associates. Gregson, J. A. (1992). Effective pedagogical strategies for work attitudes instruction. *Journal of Industrial Teacher Education*, *29*(3), 60-79. Jacobs, H. (1989). *Interdisciplinary curriculum: Design and implementation.* Alexandria, VA: Association for Supervision and Curriculum Development. Rogers, C. R., & Freiberg, H. J. (1994). *Freedom to learn* (3rd ed). Columbus, OH: Merrill/Macmillan. Stemmer, P., Brown, B., & Smith, C. (1992). The employability skills portfolio. *Educational Leadership, 49*(6)*:* 32-35.

1.5	**Teacher incorporates global and real world learning activities**
	Aligns with *InTASC Standard #5: Innovative Applications of Content*. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
	Gay (2003, p. 4) states that culturally responsive teachers "validate, facilitate, liberate and empower ethnically diverse students by simultaneously cultivating their cultural integrity, individual abilities, and academic success." Kemp and Hall (1992) state that such teachers are better prepared to provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations. *References:* Gay, G. (2003). Introduction: Planting seeds to harvest fruits. In G. Gay (Ed.), *Becoming multicultural educators: Personal journey toward professional agency* (pp. 1–16). San Francisco: Jossey-Bass. Kemp, L., & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance: Equity and access implications for quality education*. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360).
2.1	**Teacher uses developmental factors and theories to guide instruction**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
	Research points to the fact that aspects of development—neural, cognitive, social, psychological, physical, and ethical have far-reaching effects on children's ability to learn (Bransford, Brown, & Cocking, 2002; Shonkoff & Phillips, 2000). It is essential that educators know the "typical" patterns of human development in order to understand what to expect of students at different ages (preschool/kindergarten, primary, intermediate, junior high school, and high school)and to plan age-appropriate instruction based on various teaching and instructional models that optimize students' ability to engage with and learn from the curriculum (Rothstein, 1990). *References:* Bransford, J. D., Brown, A. L., & Cocking, R. (2002). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.

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2.2	**Teacher encourages student responsibility for their own learning**
	Aligns with *InTASC Standard #1: Learner Development*. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	The research and theoretical base for creating a classroom environment where students take greater responsibility for their learning shows that students achieve at higher levels when they are more self-reliant, self-directed in their learning, are more motivated to learn, and are more efficient in their learning (Hom & Murphy, 1983). Students that better understand their strengths and weaknesses as learners can leverage their strengths in learning situations (Blakey & Spence, 1990). *References:* Blakey, E., & Spence, S. (1990). *Developing metacognition*. Syracuse, NY: ERIC Clearinghouse on Information Resources. [ED327218] Hom, H. L., & Murphy, M. D. (1985). Low need achievers' performance: The positive impact of a self- determined goal. *Personality and Social Psychology Bulletin*, *11*,275-285.
2.3	**Teacher applies theories of learning to differentiate instruction**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
	Danielson (1996) asserts that understanding the developmental context of the subject matter being taught enables teachers to construct instructional goals appropriate to students with particular needs. It also allows them to observe important pattern of development of students within a content area, which is particularly important in the areas of science and math at all levels and literature and social sciences at the high school level. Research validates that the use various instructional methods that form the basis of differentiated instruction, including: • Using effective classroom management procedures;

	• Promoting student engagement and motivation; • Assessing student readiness; • Responding to learning styles; • Grouping students for instruction; and • Teaching to the student's *zone of proximal development.* (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978) Kemp and Hall (1992) found that teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes. In a more recent three-year study, scholars found the differentiated instruction consistently yielded positive results across a broad range of targeted groups (McQuarrie, McRae, & Stack-Cutler, 2008). *References:* Allan, S. D., & Tomlinson, C. A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators. Kemp, L., & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance: Equity and access implications for quality education*. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360). McQuarrie, L., McRae, P., & Stack-Cutler, H. (2008). *Differentiated instruction provincial research review*. Edmonton: Alberta Initiative for School Improvement. Vygotsky, L. S., (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
2.4	**Teacher respects and values each student's learning needs**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
	The existing differentiated instruction model is rooted in cognitive psychology and is based on research linking student achievement with a teacher's ability to consistently adjust content to meet the student's individual learning needs (McTigh

	& Brown, 2005; Tieso, 2003; Tomlinson, 1999, 2001, 2003, 2004, 2005). Rock et al. (2008) provides an overview of various studies that document classroom and school-wide changes from traditional classroom instruction to differentiated instruction and the resulting increases in student motivation, engagement and achievement. A research summary by Dunn et. al (2010) describes how students learn and how effective teachers should and could apply the concepts of universal design, differentiated instruction, and embedded learning opportunities into their classrooms. Several studies (Chatterton 2005; Dono 2004; Levy 2009) found that approximately 30 percent of students learn substantially more when text is accompanied by visual information. Other students learn best through the use of hands-on materials or activities (Fine, 2002) or through the completion of independent tasks (DeBello 1985; Giannitti 1988). *References:* Chatterton, J. (2005). Effects of individuals' learning-style strengths on reading recall and attitudes with and without pictures. *Dissertation Abstracts International 66*(9): 3217A. DeBello, T. (1985). A critical analysis of the achievement and attitude effects of administrative assignments to social studies writing instruction based on identified, eighth grade students' learning style preferences for learning alone, with peers, or with teachers. *Dissertation Abstracts International 47*(1): 68A. Dono, M. (2004). Relative effectiveness of print-versus-picture/color/print-oriented testing on fourth grade, low-, average-, and highly achieving students. *Dissertation Abstracts International 66*(2): 495A. Dunn, R., Craig, M., Favre, L., Markus, D., Pedota, P., Sookdeo, G., & Terry, B. (2010). No light at the end of tunnel vision: Steps for improving lesson plans. *The Clearing House*, *83*(5): 194-206. Fine, D. (2002). Comparison between the learning styles of special and regular education high school students and the effects of responsive teaching on the short- and long-term achievement, attitudes, and behaviors of a subset of SPED adolescents. *Dissertation Abstracts International, 63*(1): 67A. Giannitti, M. C. (1988). An experimental investigation of the relationships among the learning style sociological preferences of middle school students, their attitudes and achievement in social studies, and selected instructional strategies. *Dissertation Abstracts* International, *49*(10): 2911A. McTighe, J., & Brown, J. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory Into Practice, 44*: 234–244. Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, *52*(2), 31-47. Tieso, C. (2003). Ability grouping is not just tracking anymore. *Roper Review*, *26*, 29–36.

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2.5	**Teacher designs lessons based on prior experiences, learning styles, multiple intelligences, strengths and needs**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
	Danielson (1996, 2007) asserts that excellent teachers carefully monitor their students. Such monitoring provides plenty of information about individual student achievements and challenges, and also provides a great deal of information about the effectiveness, appropriateness, and appeal of the curriculum. An increasing number of teachers are adopting an approach incorporating Gardner's (1993, 1999) "Multiple Intelligence (MI) theory" which suggests there are a number of types of intelligence rather than just what has been traditionally considered in the measurement of IQ. This often results in improved teaching performance and classrooms that meet the needs of more students. Kaplan and Saccuzzo (2001) further define intelligence as the general potential, independent of prior knowledge. A 2008 study (Burton, Douglas, & Reese-Durham) examined how Multiple Intelligences and Direct Instruction as teaching strategies affect the achievement scores of students enrolled in an eighth grade mathematics class. The results suggested that performance on a post-mathematics assessment for students exposed to MI scored was considerably higher (25.48 points) compared to those taught using Direct Instruction (17.25). *References:* Burton, K. S., Douglas, O., & Reese-Durham, N. (2008). The effects of the multiple intelligence teaching strategy on the academic achievement of eighth grade math students. *Journal of Instructional Psychology*, *35*(2), 182+. Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York: Basic Books.

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2.6	**Teacher designs instruction with considerations for language, culture and family and community values**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
	Several studies have found evidence that instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms (Au, 1998; Ladson-Billings, 1994; McDiarmid, 1995; Moll, 1998; Ruddell, 1997; Schmidt, 2005). Gay's (2000) work on cultural responsive teaching showed that African, Asian, Latino, and Native American students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences and frames of reference. She noted that key components of of culturally responsive teaching include teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies. *References:* Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. *Journal of Literacy Research, 30*, 297-319. Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teacher's College Press. Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass. McDiarmid, G. W. (1995). *Realizing new learning for all students: A framework for the professional development of Kentucky teachers.* East Lansing, MI: National Center for Research on Teacher Learning. Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *Forty-seventh yearbook of the National Reading Conference* (pp. 59-75). Chicago, IL: National Reading Conference.

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3.1	**Teacher designs learning experiences that align to curriculum standards**
	Aligns with *InTASC Standard #7: Planning for Instruction*. The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
	Danielson (1996, 2007) describes good teachers as having a thorough understanding of the curriculum and knowledge of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels are critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students. *References:* Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
3.2	**Teacher uses lessons and activities to meet the diverse needs of learners**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
	Zeichner (1992) summarized the extensive literature describing successful teaching approaches for diverse populations and categorized the key elements for effective teaching for ethnic- and language-minority students. In addition, several studies (Au, 1998; Ball & McDiarmid, 1989; Fuchs et. al., 1997; Ladson-Billings, 1994; Moll, 1998; Ruddell, 1997) have found evidence that elementary instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms. Extensive research on the benefits of using diverse teaching strategies for diverse learners can also be found in Saravia-Shore (2008).

	Danielson (1996, 2007) asserts that teachers who understand the developmental context of the subject matter are better prepared to construct instructional goals appropriate to students with special needs and can observe important patterns of student development within a content area. These patterns of development are particularly important in science and mathematics at all levels, and literature and social sciences at the high school level. *References:* Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. *Journal of Literacy Research*, *30*, 297-319. Ball, D. L. & McDiarmid, G. W. (1989). *The subject matter preparation of teachers*. (Issue Paper 89-4). East Lansing: Michigan State University, The National Center for Research on Teacher Education. Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal, 34*(1), 174-206. Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass. McDiarmid, G. W. (1995). *Realizing new learning for all students: A framework for the professional development of Kentucky teachers.* East Lansing, MI: National Center for Research on Teacher Learning. Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan & F.V. Rodriguez-Brown (Eds.), *Forty-seventh yearbook of the National Reading Conference* (pp. 59-75). Chicago, IL: National Reading Conference. Ruddell, M. R. (1997). *Teaching content reading and writing* (2nd ed.). New York: Wiley. Saravia-Shore, M. (2008). Diverse teaching strategies for diverse learners. In Cole, R. W. (Ed.), *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Develoment. Available from http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx Zeichner, K. (1992, September). *NCRTL special report: Educating teachers for cultural diversity*. East Lansing, MI: Michigan State University, National Center for Research on Teacher Learning. Available from http://ncrtl.msu.edu/http/sreports/sr293.pdf

3.3	**Teacher evaluates lessons relative to long and short-term learning goals**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
	Several studies have found that student achievement improves when learning goals and objectives are clearly defined, displayed prominently, and have an articulated relationship to both instructional activities and student assessment (Behr & Bachelor, 1981; Deal & Peterson, 1993; Hallinger & Heck, 1996; Sammons, Hillman, & Mortimore, 1995). Haberman (1995) found that effective teachers incorporate the "big picture", including long term goals, daily practice, engaging students, fostering teacher student rapport, expecting and understanding the range of differences among students. *References:* Behr, G., & Bachelor, B. (1981). *Identifying effective schools: A case study involving black racially isolated minority schools and instructional accomplishments/information systems*. Los Alamos, CA: SWRL Educational Research and Development. Deal, T. E., & Peterson, K. D. (1993). *The principal's role in change: Technical and symbolic aspects of school improvement*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Education Research, National Center for Effective Schools. Haberman, M. (1995). *Star teachers of children in poverty.* Bloomington, IN: Kappa Delta Pi. Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44. Sammons, P., Hillman, J., & Mortimore, P. (1995, March). *Key characteristics of effective schools: a review of school effectiveness research.* Paper presented at an internal seminar for Ofsted, London: Institute of Education, pp. 1-71.
4.1	**Teacher promotes critical thinking and problem-solving skills**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	Research shows that there is a link between critical thinking skills and increased student achievement. In studies of NAEP score data, Wenglinsky (2002, 2003, 2004) found that teaching critical thinking is associated with higher test scores. Meta-analysis conducted by Hattie (2009) showed that a problem-solving teaching approach yielded a medium effect size (*d* =

	0.61) on student achievement. According to Hembree (1992), the teacher characteristic with the most positive effect on students' performance was specialist training in heuristic methods (*d* = 0.71). The methods include, for example, Pólya's (1945) four phases of: (1) understanding the problem, (2) obtaining a plan of the solution, (3) carrying out the problem, and (4) examining the solutions obtained. Problem-solving methods can also have a positive influence on student interpersonal outcomes. Almeida and Denham (1984) reported positive effects of interpersonal cognitive problem solving skills on behavioral adjustment and social behaviors (see also Denham & Almeida, 1987). *References:* Almeida, M. C., & and Denham, S. A. (1984, April). *Interpersonal cognitive problem-solving: A meta analysis*. Paper presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD. Denham, S. A., & Almeida, M. C. (1987). Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis involving theory and practice. *Journal of Applied Developmental Psychology*, *8*(4), 391-409. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Hembree, R. (1992). Experiments and relational studies in problem solving: A meta-analysis, *Journal for Research in Mathematics Education*, *23*(3), 242-273. Pólya, G. (1945). *How to solve it: A new aspect of mathematical method*. Princeton, NJ: Princeton University Press. Wenglisnky, H. (2002, February). How schools matter: The link between classroom practices and student academic performance. *Education Policy Analysis Archives*, *10*(12). Available from http://epaa.asu.edu/epaa/v10n12/ Wenglinsky, H. (2003). Using large-scale research to gauge the impact of instructional practices on student reading comprehension. *Educational Policy Analysis Archives, 11*(9). Available from http://epaa.asu.edu/espaa/v11n9/ Wenglinsky, H. (2004, September). Facts or critical thinking skills? What the NAEP results say. *Educational Leadership*, *62*(1), 32-35. Available from http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Facts-or-Critical-Thinking-Skills%C2%A2-%E2%80%94-What-NAEP-Results-Say.aspx
4.2	**Teacher uses a variety of instructional resources to enhance student learning**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	Research on the use of technology and other instructional resources to enhance student learning may be found in WestEd's *Research Base: Using Technology to Support Diverse Learners* (n.d.) and Marzano's *Classroom Instruction That Works* (2001). Hattie's meta-analysis (2009) found that use of interactive video methods, i.e. a combination of computer-

	assisted instruction and video technology, had a medium effect size of *d* = 0.52 on student achievement. *References:* Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Marzano, R. J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. WestEd. (n.d.). *Research base: Using technology to support diverse learners*. San Francisco, CA: Author. Available from http://www.wested.org/pub/docs/tdl/research.htm
4.3	**Teacher employs individual and collaborative learning strategies**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	Hattie (2009) notes that there seems to be universal agreement that cooperative learning is effective, especially when contrasted with competitive and individualistic learning. Meta-analyses that compared cooperative learned versus heterogeneous classes showed a medium effect size of *d* = 0.41. The effect size for cooperative learning versus individualistic learning was *d* = 0.59. Cooperative learning was found to have a prime effect on enhancing interest and problem solving provided it is set up with high levels of peer involvement. Marzano et al. (2001) also cite several studies on the benefits of cooperative learning, particularly when a variety of criteria are used for grouping students. Flexible grouping strategies have been found to yield positive results on student learning (Castle, Deniz, & Tortora, 2005). A review of literature on self-regulated learning (Zumbrunn, Tadlock, & Roberts, 2011) showed that learning strategies such as independent reading practice were a valuable predictor of students' reading comprehension scores. *References:* Castle, S., Deniz, C., & Tortora, M. (2005, February). Flexible grouping and student learning in a high-needs school. *Education and Urban Society*, *37*(2), 139-150. Available from http://eus.sagepub.com/content/37/2/139 Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. Zumbrunn, S., Tadlock, J., & Roberts, E. (2011, October). *Encouraging self-regulated learning in the classroom: A review of the literature*. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

	Available from http://merc.soe.vcu.edu/Reports/Self%20Regulated%20Learning.pdf
5.1	**Teacher uses motivation and engagement strategies to positively impact the classroom environment**
	Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	A report from the Center on Education Policy discusses various research-based dimensions of student motivation (Usher & Kober, 2012). Studies have shown that higher student motivation to learn is linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and to lower dropout rates (Gottfried, 1985; Gottfried, 2009; Ryan & Deci, 2000, 2009). Pintrich (2003) found that if a student believes, for whatever reason, that he or she has limited capacity for learning or feels unlikely to succeed, that student will not be as academically motivated. Reviews of the literature on student engagement show that higher levels of engagement in school are linked to improved student performance. Research studies cited by Klem and Connell (2004) found student engagement a "robust predictor of student achievement and behavior in school, regardless of socioeconomic status." (p. 262). Students engaged in school are more likely to earn higher grades and test scores and have lower drop-out rates. Wang and Holcombe (2010) note that a growing body of research "also suggests that the social, instructional, and organizational climate of schools influences both students' engagement and their academic achievement" and cite various studies that illuminate this point. Additional research supporting the use of engagement strategies can be found in Akey (2006); Marzano (2007); and the National Center for School Engagement (2006). *References:* Akey, T. M., (2006, January). *School context, student attitudes, and behavior, and academic achievement: An exploratory analysis*. New York: MDRC. Available from http://www.mdrc.org/publications/419/full.pdf Gottfrield, A. E. (1985). Academic intrinsic motivation in elementary and junior high students. *Journal of Educational Psychology*, *77*(6), 631-645. Gottfried, A. E. (2009). The role of environment in contextual and social influences on motivation: Generalities, specificities and causality. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 462-475). New York: Routledge. Klem, A., & Connell, J. P. (2004, September). Relationships matter: Linking teacher support to student engagement and

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National Center for School Engagement. (2006, December). Quantifying school engagement: Research report. Denver, CO: Author. Available from http://www.schoolengagement.org/TruancypreventionRegistry/Admin/Resources/Resources/QuantifyingSchoolEngagementResearchReport.pdf
Pintrich, P. R. (2003). A motivation science perspective on the role of student motivation in learning and teaching contexts. Journal of Educational Psychology, 95(4), 667-696.
Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68-78.
Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), Handbook of motivation at school (pp. 462-475). New York: Routledge.
Usher, A., & Kober, N. (2012). Student motivation: An overlook piece of school reform. Washington, DC: Center on Education Policy. Available from http://www.cep-dc.org/displayDocument.cfm?DocumentID=405
Wang, M., & Holcombe, R. (2010, September). Adolescent's perceptions of school environment, engagement, and academic achievement in middle school. American Educational Research Journal, 47(3), 633-662. Available from http://aer.sagepub.com/content/47/3/633.full.pdf+html</td></tr>
<tr><td>5.2</td><td>Teacher effectively manages time, space, transitions, and activities</td></tr>
<tr><td></td><td>Aligns with InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td></tr>
<tr><td></td><td>In Classroom Management That Works: Research-Based Strategies for Every Teacher, Marzano et. al (2003) note that research over the past 30 years shows classroom management to be one of the critical ingredients of effective teaching. Based on their meta-analysis, Marzano and colleagues found that classes in which effective classroom management techniques are used have student engagement rates that are .617 standard deviations higher than engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile point increase in engagement. Classes with effective classroom management techniques reach achievement levels that are .521 standard</td></tr>
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	deviations higher than the achievement in classes without effective management techniques. This translates into a 20-percentile point increase in achievement. Marzano concluded that "effective classroom management has a powerful impact on students." (p. 10). *Reference*: Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. Available from http://www.ascd.org/publications/books/103027.aspx
5.3	**Teacher promotes a positive classroom environment and classroom and school culture**
	Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	Pickett and Fraser (2010) cite several studies that point to the impacts of positive classroom learning environments on student learning. They note that analyses of large databases, collected as part of the National Assessment of Educational Progress (NAEP), found that the classroom and school environment was a strong predictor of both student achievement and attitudes. *Reference:* Pickett, L., & Frader, B. (2010, January). Creating and assessing positive classroom learning environments. *Childhood Education*, January 1, 2010. Available from http://www.thefreelibrary.com/Creating+and+assessing+positive+classroom+learning+environments.-a0229717502
6.1	**Teacher is dedicated to the consistent use of correct, effective verbal and non-verbal communication**
	Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	Haskins (2000) studied the concept of pedagogical communication as a means by which teachers could enhance credibility in the classroom. Pedagogical communication was defined as "a process of communication used by teachers to advance educational subject matter." (Haskins, 2000). Research suggests that behaviors such as effective use of vocal variation (e.g., changes in rate, inflection, volume, movement) or visual variation (e.g., change in facial expressions, eye contact,

	gestures) may increase students' cognitive and affective learning (Gorham, 1988; Richmond, Gohan, & McCrosky, 1987). Additionally, the ways in which a teacher communicates information, including delivering a message as free as possible of errors (e.g., grammar, pronounciation, enunciation) bears heavily on students' perceptions of teacher competence (Kearney & Plax, 1999). Other studies have shown that students taught by teachers with greater verbal ability learn more and show more academic success than those taught by teachers with lower verbal skills (Stronge, 2002; Rowan, Chang, & Miller, 1997; Wenglinsky, 2000). Research on improving instruction for English language learners (ELLs) demonstrates the importance teachers using clear and effective communication. Students learn best when teachers enunciate clearly, add gestures, draw pictures when appropriate, write clearly and legibly, rephrase or paraphrase in shorter sentences and simpler syntax, avoid idioms and slang words, provide frequent summations of the salient points of a lesson, and emphasize key vocabulary words (Reed and Railsback, 2003). According to Samson and Collins (2012), teachers of ELLs should have an understanding of the linguistic demands of tasks and skills to address the role of academic language in their instruction. *References:* Haskins, W. (2000). Ethos and classroom communication: Suggestions for enhancing classroom credibility in the classroom. *Current Issues in Education* [Online], *3*(4). Available from http://cie.ed.asu.edu/volume3/number4 Gorham, J. (1988). The relationship between verbal teacher immediacy and student learning. *Communication Education*, *37*, 40-53. Kearny, P., & Plax, T. G. (1999). *Public speaking in a diverse society* (2nd ed.). Mountain View, CA: Mayfield Publishing Company. Reed, B., & Railsback, J. (2003, May). *Strategies and resources for mainstream teachers of English language learners*. Portland, OR: Northwest Regional Educational Laboratory. Available from www.ode.state.or.us/opportunities/grants/saelp/ellnwrel.pdf Richmond, V. P., Gorham, J. S., & McCrosky, J. (1987). The relationship between selected immediacy behaviors and cognitive learning. In M. Laughlin (Ed.), *Communication Yearbook 10* (pp. 574-590). Beverly Hills: Sage. Rowan, B., Chiang, F. S., & Miller, R. J. (1997). Using research on employee's performance to study the effects of teachers on student achievement. *Sociology of Education*, *70*(4), 256-284. Samson, J. F., & Collins, B. A. (2012, April). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. Available from http://www.americanprogress.org/issues/education/report/2012/04/30/11372/preparing-all-teachers-to-meet-

	the-needs-of-english-language-learners/ Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Wenglinksy, H. (2000). *How teaching matters: Bringing the classroom back into discussion of teacher quality*. Princeton, NJ: Milken Family Foundation and Educational Testing Service.
6.2	**Teacher is sensitive to differences in culture, gender, intellectual and physical abilities**
	Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Many effective instructional approaches build on students' backgrounds to further the development of their abilities. Zittleman (2004) found, for example, that when teachers became aware of gender-biased behaviors in their teaching and altered these behaviors to reflect equitable instructional practices, gender gaps in student interaction and learning diminished. Research has also shown that students learn more when their classrooms are compatible with their own cultural and linguistic experience (Au, 1980; Jordan, 1984, 1985, 1995; National Coalition of Advocates for Students, 1988; Trueba & Delgado-Gaitan, 1985). Students may experience confusion and anxiety, become inattentive or unable to seek the teacher's attention or participate in discussions when the norms of interaction and communication in a classroom are very different from those to which students have been accustomed. By acknowledging students' cultural norms and expectations concerning communication and social interaction, teachers can appropriately guide student participation in instructional activities. Villegas and Lucas (2002) found that an affirming attitude toward students from culturally different backgrounds significantly impacts students' learning, belief in self, and overall academic performance. They cited the works of several researchers who concluded that teachers' attitudes towards students shape the expectations they have of the degree to which students can learn (Irvine, 1990; Pang & Sablan, 1998). Affirming attitudes have been shown to support student achievement (Ladson-Billings, 1994; Lucas, Henze, & Donato, 1990; Nieto, 1996). According to Delpit (1995), teachers who respect cultural differences are more apt to believe that students from nondominant groups are capable learners, even when these children enter school with ways of thinking, talking, and behaving that differ from the dominant cultural norms.

	References: Au, K. H. (1980, Summer). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology and Education Quarterly, 11*(2), 91–115. Delpit, L. D. (1995). *Other people's children*: *Cultural conflict in the classroom*. New York, New Press. Irvine, J. J. (1990). *Black students and school failure*. New York: Greenwood. Jordan, C. (1984). Cultural compatibility and the education of Hawaiian children: Implications for mainland educators. *Educational Research Quarterly*, *8*(4), 59–71. Jordan, C. (1985, Summer). Translating culture: From ethnographic information to educational program. *Anthropology and Education Quarterly*, *16*(2), 104–123. Jordan, C. (1995). Creating cultures of schooling: Historical and conceptual background of the KEEP/Rough Rock collaboration. *Bilingual Research Journal*, *19*(1), 83–100. Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass. Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language minority students: An exploratory study of six high schools. *Harvard Educational Review*, *60*(3), 315-340. National Coalition of Advocates for Students. (1988). *New voices: Immigrant Students in U. S. public schools*. Boston: Author. Nieto, S. (1996). *Affirming diversity: The sociopolitical context of education*. White Plains, NY: Longman. Pang, V. O., & Sablan, V. A. (1998). Teacher efficacy: How do teachers feel about their abilities to teach African American students? In M. E. Dilworth (Ed.), *Being responsive to cultural differences* (pp. 39-58). Thousand Oaks, CA: Corwin Press. Trueba, H., & Delgado-Gaitan, C. (1985). Socialization of Mexican children for cooperation and competition: Sharing and copying. *Journal of Educational Equity and Leadership*, *5*(3),189–204. Villegas, A. M., & Lucas, T. (2002, January/February). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, *53*(1), 20-32. Zittleman, K. R. (2004). *Making public schools great for every girl and boy – gender equity in the mathematics and science classroom: Confronting the barriers that remain*. Washington, DC: National Educational Association.
6.3	**Teacher supports and expands safe, free and respectful learning expression**
	Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feels safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are supported (Shepard, 2000; Stronge 2002; Wilen et al., 2004). Impacts of a positive classroom emotional climate on student engagement and academic achievement are documented in Reyes, et al. (2102) where the authors note that "teachers in classrooms high in classroom emotional climate are aware of their students' emotional and academic needs and respond to their students by choosing age-appropriate activities that both encourage self-expression and cater to their interests and points of view." *References:* Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovely, P. (2012, March 5). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology Online First Publication*, March 5, 2012, doi: 10.1037/a0027268. Available from http://heblab.research.yale.edu/pub_pdf/pub316_Reyesetal.2012_CECJEPOnlineFirst.pdf Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29 (7), 4-14. Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Wilen, W., Bosse, M. I., Hutchinson, J., & Kindsvatter, R. (2004). Planning for teaching. In *Dynamics of Effective Secondary Teaching* (5th ed.) (pp. 134-165). Boston: Pearson.
6.4	**Teacher promotes the effective use of technology and media communication tools**
	Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	Hattie (2009) notes that meta-analyses of computer-assisted instruction shows an average effect size of $d = 0.37$. The use of computers has been found to assist in engagement and positive attitudes to learning and school. Studies have shown that effective use of computers involves (a) diversity of teaching strategies; (b) pretraining in the use of computers as teaching and learning tools; (c) multiple opportunities for learning (e.g., deliberative practice, increasing time on task); (d) the student, not teacher, is in "control" of learning; (e) peer learning is optimized; and (f) feedback is optimized. Program evaluation findings for the Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program

	from 1999-2009 showed that students in eMINTS classrooms significantly outperformed students enrolled in non-eMINTS classrooms on the Missouri Assessment Program (MAP) (Learning Points Associates, 2010). Another study of program showed that participating teachers transitioned from teacher-centered models to hybrid or student-centered models of instruction (OSEDA, 2003). Several other studies have demonstrated a positive association between the use of computer-assisted instruction and student learning (Erdner, Guy, & Bush, 1998; Mathes, Torgeson, & Allor, 2001). *References:* Erdner, R. A., Guy, R. F.; & Bush, A. (1998). The impact of a year of computer assisted instruction on the development of first grade. *Journal of Computing Research*, *18*(4), 369-386. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Learning Points Associates. (2010). *A summary of external program evaluation findings for the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program from 1999-2009*. Naperville, IL: Author. Available from http://www.emints.org/wp-content/uploads/2011/07/summary_emints_research.pdf Mathes, P. G., Torgeson, J. K., & Allor, J. H. (2001). The effects of peer-assisted literacy strategies for first-grade readers with and without computer assisted instruction in phonological awareness. *American Educational Research Journal*, *38*(2), 371-410. Office of Social and Economic Data Analysis. (2003). *Assessing instructional practices in eMINTS classrooms*. Columbia, MO: Author. Available from http://www.emints.org/wp-content/uploads/2011/07/expansion3.pdf
7.1	**Teacher effectively uses multiple assessment modes and approaches to assess student learning**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	Several literature reviews on the use of multiple forms of assessment have been conducted. In their review of over 250 articles, Black and William (1998) placed the effect size for learning gains in interventions involving aspects of formative assessment between 0.4 and 0.7 in studies with pre and post measures of student learning. While gains were seen across student achievement levels, gains were highest for lower achieving students. Studies on the benefits of formative assessment are also documented in Furtak (n.d.); Fuchs, Fuchs, Hamlett, & Stecker (1991); Fuchs, Fuchs, Karns, Hamlett, & Katzaroff (1999); Marzano (2009); Schunk & Rice (1991); and Svedkauskaite (2005).

	References: Black, P., & William, D. (1988). Assessment and Classroom Learning. *Assessment in Education*, *5*(1), 7-74. Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1991). Effects of curriculum-based measurement and consultation on teacher planning and student achievement in mathematics operations. *American Educational Research Journal*, *28*(3), 617-641. Fuchs, L. S., Fuchs, D., Karns, K., Hamlett, C. L., & Katzaroff, M. (1999). Mathematics performance assessments in the classroom: Effects on teacher planning and student problem solving. *American Educational Research Journal*, *36*(3), 609-646. Furtak, E. M. (n.d.). *Formative assessment in K-8 science education: A conceptual review*. Washington, DC: National Research Council for Science Learning. Available from http://www7.nationalacademies.org/bose/Furtak_Commissioned_Paper.pdf Marzano, R. J. (2009). *Formative assessment and standards-based grading: Classroom strategies that work*. Bloomington, IN: Marzano Research Laboratory. Available from http://www.marzanoresearch.com/products/catalog.aspx?product=55 Schunk, D, H., & Rice, J. M. (1991). Learning goals and progress feedback during reading comprehension instruction. *Journal of Reading Behavior*, *23*(3), 351-364. Svedkauskaite, A. (2005). *Critical issue: Multiple dimensions of assessment that support student progress in science and mathematics*. Naperville, IL: North Central Regional Educational Laboratory. Available from http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc700.htm
7.2	**Teacher uses assessment data to improve student learning**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement and offers recommendations on how teachers can use assessment data to improve student learning. According to Safer and Fleishman (2005), research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become aware of their own performance. A significant body of research conducted over the past 30 years has shown that student progress monitoring is a reliable and valid predictor of subsequent performance on a variety of outcome measures.

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7.3	**Teacher involves students in self-assessment strategies**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	Lavery (2008) found that that use of student self-evaluation had a medium effect (*d* = 0.62) on student learning. Self-evaluation was defined as "setting standards and using them for self-judgment," such as checking work before handing it in to the teacher. The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of involving students in self-assessment. According to Black et al. (2003), students are best prepared to learn from their own achievement data when they understand the learning objectives and when they receive data in a user friendly format. Additional studies showing an association between involving students in self-assessment and student achievement include Declos & Harrington (1991) and Schunk (1996). *References:* Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead, UK: Open University Press. Declos, V. R., & Harrington, C. (1991). Effects of strategy monitoring and proactive instruction on children's problem-solving performance. *Journal of Educational Psychology*, *83*(1), 45-42. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

	Lavery, L. (2008). *Self-regulated learning for academic success: An evaluation of instructional techniques*. Unpublished Ph.D., The University of Auckland, Auckland. Shunk, D. H. (1996). Goal and self-evaluative influences during children's cognitive skills learning. *American Educational Research Journal*, *33*(2), 359-382.
7.4	**Teacher uses data on student learning to plan future instruction**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement. *Reference:* Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
7.5	**Teacher maintains confidentiality in regards to records of student performance**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	According the the MDESE *Data Access and Management Policy* (2007), the Missouri Student Information System (MOSIS) provides data needed for supporting data-driven decision making and facilitating state and federal reporting, including data required for the federal *No Child Left Behind Act.* Missouri adheres to the confidentiality requirements of both federal and state laws including, but not limited to the federal Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), and Missouri statutes and regulations (e.g., Sections 160.522, 167.020 and 452.376). All of these laws and policies are essential to maintaining the confidentiality of student records as they are collected and as they are maintained within MOSIS. As such, teachers are required to adhere to these policies and the respective procedures for maintaining confidentitality in regards to records of

	student performance. *References:* Missouri Department of Elementary and Secondary Education (2007, June). *Data access and management policy*. Available from http://dese.mo.gov/MOSIS/
7.6	**Teacher commits to collaborative work sharing and analyzing data on student performance**
	Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
	The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of teachers working collaboratively to share and analyze data on student performance. When teachers interpret data collaboratively in grade-devel or department-specific teams, they can begin to adopt some common instructional and assessment practices as well as common expectations for student performance (Fiarman, 2007; Halverson, Prichett, & Watson, 2007; Halverson et al., 2007). According to IES, collaboration also allows teachers to "develop a collective understanding of the needs of individual students in their school, so that they can work as an organization to provide support for all students" (Hamilton et al., 2009, p. 14). Teacher participation in professional learning communities (PLCs) had a positive effect on student learning, according to a literature review conducted by Vescio, Ross, and Adams (2005). Several studies reviewed showed that student learning was enhanced when teachers participated in data-directed dialogue and adjusted instruction to meet the needs of their students (Strahan, 2003; Phillips, 2003). Good and Jackson (2007) examined the impact of the Data Collaborative Model (DMC) on student achievement through the Texas Assessment of Knowledge and Skills (TAKS). The DCM includes assessing students, reflecting on data, professional dialogue and professional development for teachers, interventions for students based on data results, and re-assessing to measure the impact of the changes made in both teacher practice and student interventions. Results showed a statistically significant difference in the state assessment mathematics passing rate for campuses which understood and used the DCM process and tools at a "high" level for a consecutive 3-year period compared to those having a lower level of understanding and usage of the DCM process and tools during the same time period. *References:*

	Fiarman, S. E. (2007). Planning to assess progress: Mason Elementary School refines an instructional strategy. In K. P. Boudett & J. Steele (Eds.), *Data wise in action: Stories of schools using data to improve teaching and learning* (pp. 125-148). Cambridge, MA: Harvard Education Press. Good, R. B., & Jackson, S. H. (2007). Improving instruction using a data analysis collaborative model. *AASA Journal of Scholarship and Practice*, *4*(3), 34-41. Available from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?ERICExtSearch_SearchValue_0=EJ831307&ERICExtSearch_SearchType_0=no&accno=EJ831307 Halverson, R., Grigg, J., Pritchett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in schools. *Journal of School Leadership*, *17*(2), 158-193. Halverson, R., Prichett, R. B., & Watson, J. G. (2007). *Formative feedback systems and the new instructional leadership*. Madison, WI: University of Wisconsin. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
8.1	**Teacher engages in self-assessment and reflection to improve professional practice**
	Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Several studies assert that reflection fosters continuous improvement of teaching and learning that ultimately results in increased student achievement (DuFour & Eaker, 1998; Hawley & Valli, 1999; Ingvarson, Meiers, & Beavis, 2005; Osterman & Kottkamp, 2004). Larrivee (2000) states that "when teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to fit special contexts, the ability to create personal solutions to problems, and to invent new strategies." Two studies (Cohen & Hill, 1998; U.S. Department of Education, 2000) found that the most effective professional development sessions provide teachers time to collaborate with one another and to discuss their professional development experience. Garet, et al. (2001) point to self-reflection as essential component of effective professional development. Meta-analysis conducted by Hattie (2009) found that microteaching followed by analysis and discussion, typically used in

	on-campus clinical experiences for teacher preparation students, resulted in a high effect size (*d* = 0.88) on student achievement. Laboratory experiences and microteaching are effective for in-service teachers as well, but are not typically utilized. *References:* Cohen, D. K., & Hill, H. C. (1998). *Instructional policy and classroom performance: The mathematics reform in California*. Philadelphia, PA: Consortium for Policy Research in Education. DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Education Service. Garet, M. S., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? *American Education Research Journal*, *38*(4), 915-945. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Hawley, W., & Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco, CA: Jossey-Bass Publishers. Ingvarson, L., Meiers, M., & Beavis, A. (2005, January 29). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Education Policy Analysis Archives, 13*(10). Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, *1*(3), 293-307. Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning*. Thousand Oaks, CA: Corwin. U.S. Department of Education, Planning and Evaluation Service. (2000). *Does professional development change teaching practice? Results from a three-year study*. Washington, DC: Office of the Under Secretary.
8.2	**Teacher uses available resources to support professional learning**
	Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	A recent literature review (Yoon, Duncan, Lee, & Shapley, 2008) on the effects of teachers' professional development on student achievement found an medium effect size (*d* =0.54). Teachers who receive substantial professional development, an average of 49 hours, were able to boost their students' achievement by about 21 percentile points. Timperley, et al. (2007) reviewed 72 studies that assessed the effects of professional development on student outcomes and found an overall effect size of *d* = 0.66, considered a moderate effect. *References:* Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Auckland, New Zealand: Ministry of Education. Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2008, March). *The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence*. Paper presented at the annual meeting of the American Educational Research Association, New York. Available from http://www.pdal.net/inc/docs/AERA%202008%20Paper_final_PD%20research%20review.pdf
8.3	**Teacher aligns practice to district policies and school structures**
	Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice*. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on other (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Fullan (1991), Howley & Brown (2001), and Newmann, King, & Youngs (2001) have established the importance of school structures and policies to successful school improvement and reform. Cotton (1995, 2000) cites the importance of teachers' use of building and district curriculum resources for instructional planning and conducting periodic curriculum alignment and review efforts to ensure alignment with school and district goals and policies. Cotton also stressed the importance collaborative curriculum planning and decision making to ensure schoolwide continuity across grade levels and courses so that teachers understand where they fit in with the curriculum. A study of Chicago elementary schools showed that those with stronger instructional program coherence had higher gains in student achievement (Newman, Smith, Allenswork, & Bryk, 2001). Kedro (2004) also found that student achievement is positively affected by a "combination of a shared districtwide vision to improve teaching and learning; extensive professional development; data-driven decision making; and consistent instruction across the district that, is, *instructional program coherence*" (p. 30).

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9.1	**Teacher participates in building the vision, mission, values and goals through work with their mentor**
	Aligns with *InTASC Standard #10: Leadership and Collaboration.* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
	Strong, Fletcher, and Villar (2004) suggest that comprehensive induction (i.e., regular meetings in addition to other structured learning opportunities) supports new teachers' development of skills and abilities more rapidly, thus minimizing the time it takes to reach the level of more experienced peers. Several small-scale studies (Huling-Austin, 1990; Odell & Ferraro, 1992) reported that induction and mentoring programs improved new teacher quality. Similarly, a handful of studies (Schaffer, Stringfield, & Wolffe, 1992; Weiss & Weiss, 1999) found that such programs improve new teacher effectiveness. More recently, the US Department of Education funded Mathematic Policy Research of Princeton, New Jersey to investigate the impacts of induction and mentoring programs on retention, classroom practices, and student achievement. This randomized controlled study collected data from 1,009 beginning teachers in 418 schools in 17 large, urban, low-income public school districts and followed the teachers for three years. The study (Glazerman et al., 2010) found no

	significant differences between the student achievements of the teachers in either treatment or control groups after their first two years. However, student achievement of treatment teachers was significantly higher after three years for a small sub-set of teachers whose students had both pretest and posttest scores. Ingersoll and Strong (2011) summarized the student achievement as "equivalent to moving the average student from the 50th percentile to the 54th percentile in reading and to the 58th percentile in math" due to the significant improvement of teachers' effectiveness. Instructional coaching has also emerged as a promising strategy for increasing student achievement (Kohler, Crilly, Shearer, & Goode, 2001; Alliance for Excellent Education, 2006). Results of one study (Garcia, Jones, Holland, & Mundy, n.d.) found increased student achievement for students whose teachers received site-based coaching, particularly in 6th grade mathematics and reading, 7th grade writing, and 8th grade science and social studies. Research also indicates that teachers who are supported by instructional coaches are more likely to implement newly-learned instructional strategies (Barr, Simmons, & Zarrow, 2003; Coggins, Stoddard, & Cutler, 2003; WestEd, 2000). Leithwood, Louis, Anderson, and Wahlstrom (2004) suggest that an interconnected system of leadership has the potential to positively affect student learning. Marks and Printy (2003) found student achievement to be substantial in schools implementing integrated and shared leadership models. *References:* Barr, K., Simmons, B., & Zarrow, J. (2003). *School coaching in context: A case study in capacity building*. Paper presented at the American Educational Research Association annual meting, Chicago. Coggins, C., Stoddard, P., & Cutler, E. (2003). *Improving instructional capacity through field-based reform coaches*. Paper presented at the American Educational Research Association annual meeting, Chicago. Garcia, S. G., Jones, D., Holland, G., & Mundy, M. A. Instructional coaching at selected middle schools in south Texas and effects on student achievement. *Journal of Instructional Pedagogies*, 1-16. Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study* (NCEE 2010-4027). Washington, DC: US Department of Education. Huling-Austin, L. (1990). Teacher induction programs and internships. In W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research in teacher education.* New York, NY: MacMillan Publishing Co. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, *81*(2), 201-233.

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9.2	**Teacher knows how to work with others across the system to identify and provide needed support services**
	Aligns with *InTASC Standard #10: Leadership and Collaboration.* **The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the professions.** **Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. *2(f) The teacher accesses resources, supports and specialized assistance and services to meet particular learning differences or needs.***
	Research on effective schools and effective teachers has identified the types of monitoring efforts shown to be effective, including reviewing student performance data to ensure early identification and support for students with learning difficulties and making summaries of student performance available to all staff for use in planning and intervention (Betts, Zau, & Rice, 2003; Block & Burns, 1976; Blum & Butler, 1985; Brophy & Good, 1986; Charles A. Dana Center, 1999; Cotton, 2000; Designs for Change, 1998; Foegen et al., 2007; Lein, Johnson, & Ragland, 1997; Levine & Lezotte, 1995; McTighe, 2008; Porter & Brophy, 1988; Stronge, Ward, Tucker, & Hindman, 2007; Yesseldyke & Bolt, 2007).

	Fuchs and Fuchs' (2002) analysis of research on student progress monitoring found that when teachers use systematic progress monitoring to track student progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different types of classroom instruction. They are also better equipped to design enhanced instructional programs that result in increased student achievement. Fuchs, Deno, and Mirkin (1984) conducted a study in the New York City Public Schools where two groups of teachers were tracked for 18 weeks, with only one group systematically monitoring student performance. Students whose teachers employed a curriculum-based measurement (CBM) process had statistically significant better achievement results than students of teachers who did not emply a CBM process. *References:* Betts, J. R., Zau, A. C., & Rice, L. A. (2003). *Determinants of student achievement: New evidence from San Diego.* San Francisco, CA: Public Policy Institute of California. Block, J. H., & Burns, R. B. (1976). Mastery learning. In L. S. Schulman (Ed.), *Review of research in education*: Vol. 4 (pp. 3-49). Itasca, IL: F.E. Peacock. Blum, R. E., & Butler, J. A. (1985). Managing improvement by profiling. *Educational Leadership, 42*(6), 54-58. Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-375). New York, NY: Macmillan. Charles A. Dana Center, University of Texas at Austin. (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools.* Washington, DC: U.S. Department of Education, Planning, and Education Service. Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory. Designs for Change. (1998). *Practices of schools with substantially improved reading achievement.* Chicago, IL: Chicago Public Schools. Foegen, A., Jiban, C., & Deno, S. (2007). Progress monitoring measures in mathematics: A review of the literature. *Journal of Special Education*, *41*(2), 121-139. Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement and evaluation on student achievement, pedagogy, and student awareness of learning. *American Educational Research Journal*, *21*, 449-460. Fuchs, L. S., & Fuchs, D. (2002). *What is scientifically-based research on progress monitoring?* (Technical report). Nashville, TN: Vanderbilt University. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data*

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<tr><td rowspan="3">9.3</td><td>Teacher develops relationships and cooperative partnerships with students, families and the community</td></tr>
<tr><td>Aligns with InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td></tr>
<tr><td>Several studies have found that when teachers develop supportive relationships with students, students become more engaged in that they work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and are more attentive in the classroom (Little & Kobak, 2003; Midgley, Feldlauffer, & Eccles, 1989; Ridley, McWilliams, & Oates, 2000; Skinner & Belmont, 1993; Wentzel, 1999). A meta-analysis conducted by Cornelius-White (2007) showed a high effect size (d = 0.72) for teacher-student relationships and increased student achievement. A series of studies conducted by the National Network of Partnership Schools (Epstein, 2005) showed increased student achievement in mathematics at schools where teachers implemented math homework that required parent-child interactions and offered math materials for families to take home (Sheldon & Epstein, 2005a). A review of literature on family involvement with students on reading indicated that, across grade levels, interventions to involve families in reading and language arts positively affected students' reading skills and scores (Sheldon & Epstein, 2005b).

Research has shown that when parents experience relationships with teachers characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased motivation to achieve, and exhibit higher levels of emotional,</td></tr>
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	social, and behavioral adjustment (Fan & Chen, 2001; Henderson & Mapp, 2002; Marcon, 1999; Reynolds, 1991). Hughes and Kwok (2007) conducted a study of the influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement in the primary grades. They found that early elementary students gained more in reading achievement when they and their parents experienced supportive relationships with teachers. Findings suggested that an increased focus on helping teachers connect with students and their parents is one means of helping children at risk of academic failure get off to a good start. Caspe, et al., (2011) found that to be effective, teachers must be prepared to collaborate with families to support student success. Students benefit in many ways when teachers understand families and communicate and build relationships with them. *References:* Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011, May). *Teaching the teachers: Preparing educators to engage families for student achievement* (Issue Brief). Cambridge, MA: Harvard Family Research Project. Available from http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, *77*(1), 113-143. Epstein, J. L. (2005, September). *Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research.* Washington, DC: National Network of Partnership Schools, Johns Hopkins University. Available from http://www.csos.jhu.edu/p2000/type2/issue19/researchbased.htm Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, *13*, 1-22. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southeast Educational Development Laboratory, National Center for Family and Community Connections with Schools. Available from http://www.sedl.org/connections/research-syntheses.html Hughes, J., & Kwok, O. (2007, February). Influence of student-teacher and parent-teacher relationships of lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology*, *99*(1), 39-51. Available from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2140005/pdf/nihms35313.pdf Little, M., & Kobak, R. (2003). Emotional security with teachers and children's stress reactivity: A comparison of special-education and regular-education classrooms. *Journal of Clinical Child and Adolescent Psychology*, *32*, 127-138. Marcon, R. A. (1999). Positive relationships between parent school involvement and public inner-city preschoolers' development and academic performance. *School Psychology Review*, *28*, 395-412.

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Research and Proven Practices of Dr. Robert Marzano

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to the research of Robert J. Marzano

Robert J. Marzano, Ph.D., is cofounder and chief executive officer of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. Marzano's practical translation of the most current education research and theory into classroom strategies are internationally known and widely practiced by teachers and administrators.

The Marzano classroom strategies are articulated in *The Art and Science of Teaching.* A crosswalk of these strategies and the Missouri Teaching Standards and Quality Indicators is provided to demonstrate which Marzano strategies support each particular Missouri Quality Indicators. A document which ranks Missouri's Quality Indicators by number of strategies they align with is also provided as a quick reference. Finally, the Growth Guide of each Quality Indicator is provided with the appropriate Marzano strategies and supporting evidence for that strategy. This might provide further clarification of Missouri's quality indicators for the teacher and suggest appropriate research-based strategies to support these indicators.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Alignment of Missouri Teaching Standards and Domain 1 AST Elements

| Missouri Teaching Standards | Domain 1 | | |

Alignment of Missouri Teaching Standards and Domain 2-4 AST Elements

Missouri Teaching Standards	Domain 2								Domain 3					Domain 4					
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Standard 1																			
QI 1 (5)	x	x	x	x	x														
QI 2																			
QI 3 (3)	x	x	x																
QI 4																			
QI 5 (3)						x	x	x											
Standard 2																			
QI 1 (1)	x																		
QI 2 (1)	x																		
QI 3 (1)	x																		
QI 4 (3)						x	x	x											
QI 5																			
QI 6 (3)						x	x	x											
Standard 3																			
QI 1 (1)			x																
QI 2 (6)	x	x	x			x	x	x											
QI 3																			
Standard 4																			
QI 1																			
QI 2 (1)				x															
QI 3																			
Standard 5																			
QI 1 (2)														x	x				
QI 2 (1)														x					
QI 3 (3)														x	x				x
Standard 6																			
QI 1																			
QI 2 (3)						x	x	x											
QI 3																			
QI 4 (2)				x	x														
Standard 7																			
QI 1																			
QI 2																			
QI 3																			
QI 4 (2)										x	x								
QI 5 (2)										x	x								
QI 6 (2)										x	x								
Standard 8																			
QI 1 (7)									x	x	x	x	x			x	x		
QI 2 (7)									x	x	x	x	x			x	x		
QI 3 (2)																	x		x
Standard 9																			
QI 1 (3)																	x	x	x
QI 2 (3)														x	x		x		
QI 3 (2)														x	x				

Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Missouri QI Ranked by Marzano Strategies

Missouri Indicator	# of Marzano strategies	Missouri Quality Indicator Description
Standard 2.5	34	Prior experiences, learning styles, multiple intelligences, strengths and needs
Standard 1.2	24	Engaging students in subject matter
Standard 5.1	24	Classroom management, motivation, and engagement
Standard 1.1	23	Content knowledge and academic language
Standard 5.2	18	Managing time, space, transitions, and activities
Standard 6.4	18	Technology and media communication tools
Standard 2.1	17	Cognitive, social, emotional and physical development
Standard 2.4	16	Meeting the needs of every student
Standard 4.1	15	Instructional strategies leading to student engagement in problem-solving and critical thinking
Standard 3.2	12	Develop lessons for diverse learners
Standard 4.3	11	Cooperative learning
Standard 5.3	10	Classroom, School and Community Culture
Standard 6.3	10	Learner expression in speaking, writing and other media
Standard 2.6	8	Language, culture, family and knowledge of community values
Standard 3.3	8	Analyze instructional goals and differentiated instructional strategies
Standard 1.4	7	Interdisciplinary instruction
Standard 1.5	6	Diverse social and cultural perspectives
Standard 2.2	5	Student Goals
Standard 7.5	5	Communication of Student Progress and Maintaining Records
Standard 8.1	5	Self-Assessment and Improvement
Standard 8.2	5	Professional Learning
Standard 4.2	4	Appropriate use of instructional resources to enhance student learning
Standard 6.1	4	Verbal and nonverbal communication
Standard 7.4	4	Effect of instruction on individual/class learning
Standard 1.3	3	Disciplinary research and inquiry methodologies
Standard 2.3	3	Theory of Learning
Standard 7.1	3	Effective Use of Assessments
Standard 7.3	3	Student led Assessment Strategies
Standard 7.6	3	Collaborative Data Analysis Process
Standard 9.1	3	Roles, Responsibilities, and Collegial Activities
Standard 9.2	3	Collaborating with historical, cultural, political and social context to meet the needs of students
Standard 6.2	2	Sensitivity to culture, gender, intellectual and physical differences
Standard 7.2	2	Assessment Data to Improve Learning
Standard 8.3	2	Professional rights, responsibilities and ethical practices
Standard 9.3	2	Cooperative Partnerships in support of student learning
Standard 3.1	1	Implementation of curriculum standards

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Teacher Growth Guide 1.1 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

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MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

Teacher Growth Guide 1.2 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging			Developing		Proficient		Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.			1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.		1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

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MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)** Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance

MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

Teacher Growth Guide 1.3 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging			Developing		Proficient		Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.			1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance

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Teacher Growth Guide 1.4 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging			Developing		Proficient		Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.			1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like “believe it or not” or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
MDQ 7.33 The teacher uses behaviors associated with “with-it-ness” to maintain adherence to rules and procedures	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head

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MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules
MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies	Student Appears appreciative of the teacher's acknowledgement Number of students adhering to rules increases
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally

Teacher Growth Guide 1.5 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging			Developing		Proficient		Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.			1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

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MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher	Student
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions

Teacher Growth Guide 2.1 – Marzano Strategies

<u>Standard 2</u>: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging			Developing		Proficient		Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.			2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The Teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement

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MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 2.2 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging			Developing		Proficient		Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.			2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.		2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
(MDQ) Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses

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Teacher Growth Guide 2.3 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging			Developing		Proficient		Distinguished
2E3) The emerging teacher… Applies theories of learning to create well-planned and delivered instruction.			2D3) The developing teacher also… Implements research-based instruction focused on production of learning for individual students.		2P3) The proficient teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		2S3) The distinguished teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement

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MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence

Teacher Growth Guide 2.4 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging			Developing		Proficient		Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.			2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn

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MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

Teacher Growth Guide 2.5 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging			Developing		Proficient		Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.			2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric		
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement					Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement		
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members					Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement		
MDQ 2.8 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							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity					Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn		

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MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)** Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like “believe it or not” or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
MDQ 8.36 The teacher uses students’ interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher’s calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won’t let you off the hook and won’t give up on you Says teacher helps them answer questions successfully

Teacher Growth Guide 2.6 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging			Developing		Proficient		Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.			2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

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MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

Teacher Growth Guide 3.1 – Marzano Strategies

<u>Standard 3</u>: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging			Developing		Proficient		Distinguished
3E1) The emerging teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			3D1) The developing teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also… Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement			Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement				

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Teacher Growth Guide 3.2 – Marzano Strategies

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging			Developing		Proficient		Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners			3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

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MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)** Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 3.3 – Marzano Strategies

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging			Developing		Proficient		Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses

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MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)**	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 4.1 – Marzano Strategies

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging			Developing		Proficient		Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points

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MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)** Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed

MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

Teacher Growth Guide 4.2 – Marzano Strategies

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging			Developing		Proficient		Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.			4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content

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Teacher Growth Guide 4.3 – Marzano Strategies

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging			Developing		Proficient		Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.			4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose

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MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 4.21 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	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better

Teacher Growth Guide 5.1 – Marzano Strategies

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging			Developing		Proficient		Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards

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MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head

MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules
MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies	Student Appears appreciative of the teacher's acknowledgement Number of students adhering to rules increases
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information

Teacher Growth Guide 5.2 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.			5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted

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MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical movement to maintain student engagement	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head
MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly	
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules

MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures	
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies	Student Appears appreciative of the teacher's acknowledgement Number of students adhering to rules increases
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished

Teacher Growth Guide 5.3 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also… Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution	
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures	Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed	Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better

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MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished
MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information
MD4.60 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	
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals	

Teacher Growth Guide 6.1 – Marzano Strategies

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing		Proficient		Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

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Teacher Growth Guide 6.2 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging			Developing		Proficient		Distinguished
6E2) The emerging teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			6D2) The developing teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		6P2) The proficient teacher also… Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		6S2) The distinguished teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

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Teacher Growth Guide 6.3 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished
6E3) The emerging teacher… Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			6D3) The developing teacher also… Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		6P3) The proficient teacher also… Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		6S3) The distinguished teacher also… Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson

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MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)** Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 6.4 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging			Developing		Proficient		Distinguished
6E4) The emerging teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			6D4) The developing teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also… Facilitates the students' effective use of technology and media communication tools.		6S4) The distinguished teacher also… Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement
MDQ 2.8 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	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn
MDQ 2.9 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	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions

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MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
MDQ 2.12 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	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
MDQ 3.18 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	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content

MDQ 4.21 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	
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses	
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, **etc.)**	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks	
Teacher	Student
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

Teacher Growth Guide 7.1 – Marzano Strategies

<u>Standard 7</u>: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging			Developing		Proficient		Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

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Teacher Growth Guide 7.2 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging			Developing		Proficient		Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric		
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric					Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal		

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Teacher Growth Guide 7.3 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging			Developing		Proficient		Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities			7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.		7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal	
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause	Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress

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Teacher Growth Guide 7.4 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging			Developing		Proficient		Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.			7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.		7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.		7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations

MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment	
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric	Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty	
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals	
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies	
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty	

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Teacher Growth Guide 7.5 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging			Developing		Proficient		Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.			7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.		7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric		
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric					Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal		
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause					Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress		
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons					Explains the alignment of the assessment tasks and the learning goals		
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty							

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Teacher Growth Guide 7.6 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging			Developing		Proficient		Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric					Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal		
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals							
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty							

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Teacher Growth Guide 8.1 – Marzano Strategies

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging			Developing		Proficient		Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning..			8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction		8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1							
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement							
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals							
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty							
MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines & appropriate resources							
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources					Describes the growth plan and can articulate progress		

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MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines	
Teacher Outlines a method for charting progress toward established goals supported by evidence Can describe progress toward meeting the goals outlined in the plan supported by evidence	
MD4.57 The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she sought mentorship Actively seeks help and input in PLC meetings	Teacher Actively seeks help and input from appropriate school personnel to address issues that impact instruction
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

Teacher Growth Guide 8.2 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging			Developing		Proficient		Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.			8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1							
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement							
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals							
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students					Provides a written analysis on specific causes of success or difficulty		
MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines & appropriate resources							
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources Describes the growth plan and can articulate progress							
MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines							
Teacher Outlines a method for charting progress toward established goals supported by evidence					Can describe progress toward meeting the goals outlined in the plan supported by evidence		

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Teacher Growth Guide 8.3 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging			Developing		Proficient		Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.			8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.		8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors							
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues		
MD4.60 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							
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals					Teacher		

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Teacher Growth Guide 9.1 – Marzano Strategies

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging			Developing		Proficient		Distinguished
9E1) The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			9D1) The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		9P1) The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		9S1) The distinguished teacher also… Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors							
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues		
MD4.59 The teacher is aware of the district's and school's rules and procedures and adheres to them							
Teacher Performs assigned duties and follows policies, regulations, and procedures Maintains accurate records and fulfills responsibilities in a timely manner					Teacher Understands legal issues related to students and families and demonstrates personal integrity		
MD4.60 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							
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals					Teacher		

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

Teacher Growth Guide 9.2 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging			Developing		Proficient		Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.			9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.		9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning							
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust					Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished		
MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships							
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities					Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information Demonstrates awareness and sensitivity to social, cultural and language background		
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors							
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues		

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Teacher Growth Guide 9.3 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging			Developing		Proficient		Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.			9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.		9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.		9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Not Using Strategy is called for but not exhibited	**Beginning** Strategy is done incorrectly or with parts missing		**Developing** Strategy is done correctly		**Applying** Strategy is done correctly and its impact/effectiveness monitored		**Innovating** Adapts/creates new strategies for unique student needs/situations
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning							
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust					Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished		
MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships							
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds					Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information		

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

Research and Proven Practices of Dr. John Hattie

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to the research of John Hattie

John Hattie is a Professor of Education and Director of the Visible Learning Labs, University of Auckland, New Zealand. He has piloted more than 30 million dollars in research grants, has published over 350 articles, 300 conference papers, twelve books and supervised close to 200 thesis students. As creator of asTTle (Assessment Tools for Teaching and Learning) and Director of the Visible Learning Laboratories, Dr. Hattie is recognized and highly regarded worldwide for his research in education, including the field of assessment and evaluation. His book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses on Achievement* has attracted considerable attention across the professional educator world.

Visible Learning is the result of 15 years of research into the influences on achievement in school-aged students. Dr. Hattie's meta-analysis of more than 800 meta-analyses has been recognized as a singular landmark in educational research and the single largest assembly of research in the world, which lead to the development of the Visible Learning concept. Dr. Hattie's study aggregated, correlated and ranked those factors that most improved learning outcomes. Meta-analysis showed that feedback, followed by a student's prior cognitive ability and the trust built by teachers with their students, as the most important factors in effective learning.

A crosswalk is provided here linking Missouri's Teacher Standards and Quality Indicators to the influences articulated in the research of John Hattie. In addition, a quick reference document is provided which articulates rankings of aligned quality indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the teacher could potentially provide greater impact on student achievement.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

| Hattie: Visible Learning | | | MO Standards/Indicators | | |

Hattie: Visible Learning		MO Standards/Indicators																																				
Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Self-reported grades (d=1.44)	Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform							x																			x	x										
Piagetian Programs (d=1.28)	Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)				x		x	x	x		x			x														x									
Students prior cognitive ability (d=1.04)	Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)						x	x			x			x										x			x	x									
Instructional Quality (d=1.00)	Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.	x	x						x		x		x			x			x	x		x				x	x		x	x		x				
Providing Formative Evaluation (d=0.90)	Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned						x	x			x				x									x			x	x	x	x	x	x	x				
Micro Teaching (d=0.88)	Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping									x					x														x		x	x	x		x		
Instructional Quantity (d=.84)	The time (hours) in which the student is actively taught								x						x					x																	

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Direct Instruction (d=0.82)	Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice	x	x		x				x		x				x				x	x						x										
Comprehensive Interventions for LDS (d=0.77)	Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition	x	x	x	x	x		x	x		x		x		x																					
Teacher Clarity (d=0.75)	Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions	x							x		x		x									x				x				x						
Reciprocal Teaching (d=0.74)	Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.	x			x													x						x	x			x								
Acceleration (d=0.72)	Very bright students (gifted) being accelerated through curricula													x	x																					

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Teacher-Student relationships (d=0.72)	Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person						x	x		x	x	x									x			x													x
Classroom Behavioral (d=0.71)	Enforce specific and reasonable set of classroom rules increasing student control over himself/herself									x		x						x	x	x	x																x
Spaced vs. Mass practice (d=0.71)	Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs. Spacing the practice of skills over a long period of time.		x						x																											
Meta-cognitive strategies (d=0.69)	Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Self-questioning is an example.		x						x		x																									

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Remediation Feedback (d=0.65)	Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)		x					x			x												x			x	x	x	x								
Self-verbalization / self-questioning (d=0.64)	Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.		x		x				x		x													x												
Concept Mapping (d=0.60)	Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.		x				x		x																											
Cooperative vs. Individualistic Learning (d= 0.59)	Most powerful when students have acquired sufficient background knowledge to be involved in discussion and learning w/peers. Most useful when learning concepts, verbal problem-solving, spatial problem-solving, retention and memory. Effects increase with age.																	x																			
Study Skills (d=0.59)	Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept						x	x			x																										

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Providing Worked Examples (d=0.57)	A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.	x							x		x		x																								
Peer tutoring (d=0.55)	Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves											x						x										x									
Class environment (cohesion) (d=0.53)	Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains									x	x	x						x	x		x		x					x									x
Peer effects (d=0.53)	Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come											x						x			x			x													
Challenge of Goals (d=0.52)	Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:		x		x						x					x																				

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Home Factors (d=0.52)	Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important; includes measures of the socio-psychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.											x									x		x														
Parent Involvement (d=0.51)	Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement.											x									x		x														x
Professional Development on student achievement (d=0.51)	Research re: PD seems to focus more on changes in teachers rather than impact on student outcomes. PD likely to change teacher learning but has less effect on teacher behavior. PD in science has highest effects on student outcomes (0.94) then writing (0.88). Seven themes re: what works best in PD were advocated as a result of 72 studies.														x																x	x	x		x		

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Mastery Learning (d=0.50)	Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes		x		x				x		x															x			x								
Student disposition to learn (d=0.48)	Student motivation; students feeling in control of their learning experience; removing de-motivators						x	x			x								x								x	x									
Questioning (d=0.41)	Most effective questions are high order "why, how and which is best" questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too		x		x											x						x														
Advance organizers (d=0.37)	Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance and is referred back to often		x				x		x																												
Bilingual programs (d=0.37)	Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one											x										x	x	x														

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Computer-assisted instruction (d=0.37)	Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized								x								x			x					x											
Simulations and games (d=0.33)	Using a model or game to engage students in learning								x								x			x					x											
Instructional media (d=0.30)	Using state of the art visuals; media								x								x			x					x											
Testing (d=0.30)	Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective		x				x	x			x			x											x	x		x								

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Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Homework (d=0.29) (Elem .15) (HS .64)	Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.	x	x	x		x																															

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Teacher Growth Guide 1.1 – Hattie Research

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice. Students' work is marked in class and they may do corrective work.							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Reciprocal Teaching (.74 effective size)							
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.							
Providing Worked Examples (.57 effect size)							
A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.							

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Homework (.29 effect size)
Involves “tasks assigned to students by teachers that are meant to be carried out during non-school hours.” Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 1.2 – Hattie Research

<u>Standard 1</u>: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging			Developing		Proficient		Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.			1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.		1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Spaced vs. Mass practice (.71 effect size)							
Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs. Spacing the practice of skills over a long period of time.							
Meta-cognitive strategies (.69 effect size)							
Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Includes knowledge about when and how to use particular strategies for learning or for problem-solving. Self-questioning is another meta-cognitive strategy.							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Self-verbalization / self-questioning (.64 effect size)							
Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.							
Concept Mapping (.60 effect size)							
Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.							
Challenge of Goals (.52 effect size)							
Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:							

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Mastery Learning (.50 effect size)
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes
Questioning (.41 effect size)
Most effective questions are high order “why, how and which is best” questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too
Advance Organizers (.37 effect size)
Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance that puts some sort of structure to it and is referred back to often
Testing (.30 effect size)
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective
Homework (.29 effect size: Elementary .15 effect size; High School .64 effect size)
Positive effect is negatively related to duration; does not help with time management; problem-solving type is less effective due to the need for feedback; Involves “tasks assigned to students by teachers that are meant to be carried out during non-school hours.” Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 1.3 – Hattie Research

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging			Developing		Proficient		Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.			1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Homework (.29 effect size: Elementary .15 effect size; High School .64 effect size)							
Positive effect is negatively related to duration; does not help with time management; problem-solving type is less effective due to the need for feedback; Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.							

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Growth Guide 1.4 – Hattie Research

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging			Developing		Proficient		Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.			1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Piagetian Programs (1.28 effect size)
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)
Direct Instruction (.82 effect size)
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice
Comprehensive Interventions for LDS (.77 effect size)
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition
Reciprocal Teaching (.74 effect size)
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.
Self-verbalization / self-questioning (.64 effect size)
Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.
Challenge of Goals (.52 effect size)
Students being given challenging yet achievable learning goals; teachers set challenging rather than “do your best:
Mastery Learning (.50 effect size)
tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes
Questioning (.41 effect size)
Most effective questions are high order “why, how and which is best” questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too

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Growth Guide 1.5 – Hattie Research

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging			Developing		Proficient		Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design			1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Homework (.29 effect size)							
Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.							

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Growth Guide 2.1 – Hattie Research

<u>Standard 2</u>: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging			Developing		Proficient		Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.			2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							
Concept Mapping (.60 effect size)							
Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.							

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Study Skills (.59 effect size)
Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept
Student disposition to learn (.48 effect size)
Student motivation; students feeling in control of their learning experience; removing de-motivators
Advance organizers (.37 effect size)
Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance and is referred back to often
Testing (.30 effect size)
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective

Growth Guide 2.2 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging			Developing		Proficient		Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.			2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.		2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Self-reported grades (1.44 effect size)							
Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform							
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Study Skills (.59 effect size)							
Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept							
Student disposition to learn (.48 effect size)							
Student motivation; students feeling in control of their learning experience; removing de-motivators							
Testing (.30 effect size)							
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective							

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Growth Guide 2.3 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging			Developing		Proficient		Distinguished
2E3) The emerging teacher… Applies theories of learning to create well-planned and delivered instruction.			2D3) The developing teacher also… Implements research-based instruction focused on production of learning for individual students.		2P3) The proficient teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		2S3) The distinguished teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Instructional Quantity (.84 effect size)							
The time (hours) in which the student is actively taught							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Spaced vs. Mass practice (.71 effect size)							
Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs. Spacing the practice of skills over a long period of time.							
Meta-cognitive strategies (.69 effect size)							
Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Self-questioning is an example.							
Self-verbalization / self-questioning (.64 effect size)							
Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.							

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Concept Mapping (.60 effect size)
Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.
Providing Worked Examples (.57 effect size)
A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.
Mastery Learning (.50 effect size)
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes
Advance Organizers (.37 effect size)
Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance that puts some sort of structure to it and is referred back to often
Computer-assisted instruction (.37 effect size)
Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized
Simulations and games (.33 effect size)
Using a model or game to engage students in learning
Instructional media (.30 effect size)
Using state of the art visuals; media

Growth Guide 2.4 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging			Developing		Proficient		Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.			2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							

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Growth Guide 2.5 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging			Developing		Proficient		Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.			2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							

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Meta-cognitive strategies (.69 effect size)
Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Includes knowledge about when and how to use particular strategies for learning or for problem-solving. Self-questioning is another meta-cognitive strategy.
Remediation Feedback (.65 effect size)
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)
Self-verbalization / self-questioning (.64 effect size)
Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.
Study Skills (.59 effect size)
Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept
Providing Worked Examples (.57 effect size)
A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.
Class environment (cohesion) (.53 effect size)
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains
Challenge of Goals (.52 effect size)
Students being given challenging yet achievable learning goals; teachers set challenging rather than “do your best:
Mastery Learning (.50 effect size)
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes
Student disposition to learn (.48 effect size)
Student motivation; students feeling in control of their learning experience; removing de-motivators
Testing (.30 effect size)
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective

Growth Guide 2.6 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging			Developing		Proficient		Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.			2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Teacher-Student relationships (.72 effect size)
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person
Home Factors (.57 effect size)
Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important; includes measures of the socio-psychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.
Peer tutoring (.55 effect size)
Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves
Class environment (cohesion) (.53 effect size)
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains
Peer effects (.53 effect size)
Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come
Parent Involvement (.51 effect size)
Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement
Bilingual programs (.37 effect size)
Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one

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Growth Guide 3.1 – Hattie Research

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging			Developing		Proficient		Distinguished
3E1) The emerging teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			3D1) The developing teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also… Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Not Present = 0	**Weak = 1**	**Strong = 2**	**Weak = 3**	**Strong = 4**	**Weak = 5**	**Strong = 6**	**Exemplary = 7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Providing Worked Examples (.57 effect size)							
A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.							

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Growth Guide 3.2 – Hattie Research

Standard 3: Curriculum Implementation

Quality Indicator 2: Develop lessons for diverse learners

Emerging			Developing		Proficient		Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners			3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Not Present = 0	**Weak = 1**	**Strong = 2**	**Weak = 3**	**Strong = 4**	**Weak = 5**	**Strong = 6**	**Exemplary = 7**
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Acceleration (.72 effect size)							
Very bright students (gifted) being accelerated through curricula							
Testing (.30 effect size)							
Testing by itself is not as effective as remediation/feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective							

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Growth Guide 3.3 – Hattie Research

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging			Developing		Proficient		Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Instructional Quantity (.84 effect size)							
The time (hours) in which the student is actively taught							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Comprehensive Interventions for LDS (.77 effect size)							
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Acceleration (.72 effect size)							
Very bright students (gifted) being accelerated through curricula							
Professional Development on student achievement (.51 effect size)							
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 4.1 – Hattie Research

<u>Standard 4</u>: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging			Developing		Proficient		Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Challenge of Goals (.52 effect size)							
Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best"							
Questioning (.41 effect size)							
Most effective questions are high order "why, how and which is best" questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 4.2 – Hattie Research

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging			Developing		Proficient		Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.			4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Computer-assisted instruction (.37 effect size)							
Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized							
Simulations and games (.33 effect size)							
Using a model or game to engage students in learning							
Instructional media (.30 effect size)							
Using state of the art visuals; media							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 4.3 – Hattie Research

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging			Developing		Proficient		Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.			4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Reciprocal Teaching (.74 effective size)							
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.							
Cooperative vs. Individualistic Learning (.59 effect size)							
Most powerful when students have acquired sufficient background knowledge to be involved in discussion and learning w/peers. Most useful when learning concepts, verbal problem-solving, spatial problem-solving, retention and memory. Effects increase with age.							
Peer tutoring (.55 effect size)							
Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							
Peer effects (.53 effect size)							
Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come							

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Growth Guide 5.1 – Hattie Research

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

Emerging			Developing		Proficient		Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							
Student disposition to learn (.48 effect size)							
Student motivation; students feeling in control of their learning experience; removing de-motivators							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 5.2 – Hattie Research

Standard 5: Positive Classroom Environment

Quality Indicator 2: Managing time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.			5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Instructional Quantity (.84 effect size)							
The time (hours) in which the student is actively taught							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Computer-assisted instruction (.37 effect size)							
Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized							
Simulations and games (.33 effect size)							
Using a model or game to engage students in learning							
Instructional media (.30 effect size)							
Using state of the art visuals; media							

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Growth Guide 5.3 – Hattie Research

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also… Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Teacher-Student relationships (.72 effect size)
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person
Home Factors (.57 effect size)
Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important; includes measures of the socio-psychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.
Class environment (cohesion) (.53 effect size)
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains
Peer effects (.53 effect size)
Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come
Parent Involvement (.51 effect size)
Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement

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Growth Guide 6.1 – Hattie Research

<u>Standard 6</u>: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing		Proficient		Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Questioning (.41 effect size)							
Most effective questions are high order “why, how and which is best” questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too							
Bilingual programs (.37 effect size)							
Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 6.2 – Hattie Research

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging			Developing		Proficient		Distinguished
6E2) The emerging teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			6D2) The developing teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		6P2) The proficient teacher also… Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		6S2) The distinguished teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Home Factors (.57 effect size)							
Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important; includes measures of the socio-psychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							
Parent Involvement (.51 effect size)							
Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement							
Bilingual programs (.37 effect size)							
Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one							

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Growth Guide 6.3 – Hattie Research

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished
6E3) The emerging teacher… Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			6D3) The developing teacher also… Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		6P3) The proficient teacher also… Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		6S3) The distinguished teacher also… Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Reciprocal Teaching (.74 effective size)							
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.							
Self-verbalization / self-questioning (.64 effect size)							
Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.							
Peer effects (.53 effect size)							
Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come							
Bilingual programs (.37 effect size)							
Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one							

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Growth Guide 6.4 – Hattie Research

Standard 6: Utilizing Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging			Developing		Proficient		Distinguished
6E4) The emerging teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			6D4) The developing teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also… Facilitates the students' effective use of technology and media communication tools.		6S4) The distinguished teacher also… Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Reciprocal Teaching (.74 effect size)							
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.							
Computer-assisted instruction (.37 effect size)							
Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized							
Simulations and games (.33 effect size)							
Using a model or game to engage students in learning							
Instructional media (.30 effect size)							
Using state of the art visuals; media							

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Growth Guide 7.1 – Hattie Research

<u>Standard 7</u>: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging			Developing		Proficient		Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Mastery Learning (.50 effect size)							
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes							
Testing (.30 effect size)							
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective							

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Growth Guide 7.2 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging			Developing		Proficient		Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Self-reported grades (1.44 effect size)							
Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Student disposition to learn (.48 effect size)							
Student motivation; students feeling in control of their learning experience; removing de-motivators							
Testing (.30 effect size)							
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective							

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Growth Guide 7.3 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging			Developing		Proficient		Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities			7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.		7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Self-reported grades (1.44 effect size)							
Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform							
Piagetian Programs (1.28 effect size)							
Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)							
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Reciprocal Teaching (.74 effective size)							
Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Peer tutoring (.55 effect size)							
Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							
Student disposition to learn (.48 effect size)							
Student motivation; students feeling in control of their learning experience; removing de-motivators							

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Growth Guide 7.4 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging			Developing		Proficient		Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.			7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.		7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.		7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Remediation Feedback (.65 effect size)							
Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)							
Mastery Learning (.50 effect size)							
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes							
Testing (.30 effect size)							
Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective							

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Growth Guide 7.5 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging			Developing		Proficient		Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.			7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.		7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							

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Growth Guide 7.6 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis process

Emerging			Developing		Proficient		Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Professional Development on student achievement (.51 effect size)							
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice							

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Growth Guide 8.1 – Hattie Research

<u>Standard 8</u>: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging			Developing		Proficient		Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.			8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Instructional Quality (1.00 effect size)							
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.							
Providing Formative Evaluation (.90 effect size)							
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Professional Development on student achievement (.51 effect size)							
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice							

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Growth Guide 8.2 – Hattie Research

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging			Developing		Proficient		Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.			8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Professional Development on student achievement (.51 effect size)							
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice							

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Growth Guide 8.3 – Hattie Research

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging			Developing		Proficient		Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.			8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.		8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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Growth Guide 9.1 – Hattie Research

<u>Standard 9</u>: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging			Developing		Proficient		Distinguished
9E1) The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			9D1) The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		9P1) The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		9S1) The distinguished teacher also… Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Micro Teaching (.88 effect size)							
Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping							
Professional Development on student achievement (.51 effect size)							
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice							

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Growth Guide 9.2 – Hattie Research

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging			Developing		Proficient		Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.			9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.		9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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Growth Guide 9.3 – Hattie Research

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging			Developing		Proficient		Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.			9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.		9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.		9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Teacher-Student relationships (.72 effect size)							
Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."Facilitate student development by demonstrating that they care for the learning of each as a person							
Class environment (cohesion) (.53 effect size)							
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains							
Parent Involvement (.51 effect size)							
Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement							

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Proven Practices from Teach Like a Champion by Dr. Doug Lemov

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to Teach Like a Champion

Doug Lemov is a managing director of Uncommon Schools and oversees its True North network. He also trains teachers and school leaders at the sixteen Uncommon schools and nationally. He was the former president of School Performance, an organization that assisted schools in their use of data to drive the decisions they make. He was vice president for accountability at the State University of New York Charter Schools Institute and founder and principal of the Academy of the Pacific Rim Charter School in Boston.

Doug Lemov's Book *Teach Like a Champion* is about the tools of the teaching craft. It describes the tools necessary for success in all classrooms, particularly those with the most challenging student populations.

> *Throughout my career working in urban public schools as a teacher, trainer, consultant, and administrator, I've had the privilege of watching many champion teachers, often in situations that would overwhelm most of us. These outstanding teachers routinely do what a thousand hand-wringing social programs have found impossible: close the achievement gap between the rich and poor, transform students at risk of failure into achievers and believers, and rewrite the equation of opportunity. And while each of these teachers is unique, their teaching holds certain elements in common.*

Basing his work on the books *Built to Last* and *Good to Great* by Jim Collins, Doug Lemov focused on the techniques that appeared to separate the great teacher from the teacher that is merely good. The techniques described are presented in concrete, specific and actionable ways to allow for immediate use by teachers in any classroom. The book also includes a DVD with video clips of teachers using the techniques.

Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Lemov: Teach Like a Champion		MO Standards / Quality Indicators																																				
Technique	Key Idea / Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Setting High Academic Expectations																																						
1. No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	X		X					X		X								X					X			X										
2. Right Is Right	Set and defend a high standard of correctness in your classroom	X		X											X						X			X		X	X			X							
3. Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)										X				x				X								X										
4. Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	X						X			X			X									X	X	X			X									
5. Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	X						X	X		X				X							X										X		X			
Planning That Ensures Academic Achievement																																						
6. Begin with the End	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	X		X	X								X		X		X										X		X			X	X	X	X	X	X	

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Lemov: Teach Like a Champion		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
7. 4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	X		X	X		X				X		X		X		X	X								X	X					X	X				
8. Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.												X		X					X		X															
9. Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.										X		X						X			X										X					
10. Double Plan	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.						X			X	X		X		X			X	X	X		X		X	X				X			X	X	X			
11. Draw The Map	Control the physical environment to support the specific lesson goal for the day						X			X	X							X	X	X	X																
Structuring & Delivering Your Lessons																																					
12. The Hook	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	X	X		X								X		X							X															
13. Name The Steps	Subdivide complex skills into component tasks and build knowledge up systematically.	X		X	X								X		X	X	X										X									
14. Board = Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.							X													X				X			X								
15. Circulate	Moving strategically around the room during all parts of a lesson.									X									X	X																	

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Lemov: Teach Like a Champion		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
16. Break It Down	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	X		X	X	X	X		X		X																X										
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	X		X	X		X	X							X													X									
18. Check For Understanding	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	X					X		X		X			X	X										X	X	X	X	X	X		X					
19. At Bats	Lessons should include as many repetitions as possible.						X								X				X																		
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.													X					X							X	X										
21. Take A Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	X	X	X		X		X				X			X			X					X	X				X									
Engaging Students In Your Lessons																																					
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.		X	X						X									X																		
23. Call And Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.		X							X	X																										

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Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.		x																x																		
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.		x																x																		
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.		x	x	x	x													x				x	x	x											
27. Vegas	A moment during class when you might observe some production values: music, lights, rhythm, dancing.		x							x									x	x	x				x											
Creating A Strong Classroom Culture																																					
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.									x		x							x	x	x	x															
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.		x							x									x	x	x															
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.		x							x		x							x	x	x															
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.			x																x	x															

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Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
32. SLANT	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.		X							X				X					X		X							X								
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.							X		X					X				X	X	X							X								
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.									X									X	X	X	X														
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.									X									X		X													X		
Setting & Maintaining High Behavioral Expectations																																					
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.									X									X							X								X		
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.									X									X	X	X	X												X		
38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.									X									X	X	X											X		X		
39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.								X	X									X							X	X									

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Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
40. Sweat The Details	To reach the highest standards, you must create the perception of order.									x									x															x			
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.									x									x	x	x	x															
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.									x									x	x	x													x			
Building Character And Trust																																					
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.					x				x					x				x		x													x			
44. Precise Praise	Use positive reinforcement as a powerful classroom tool						x			x		x							x		x													x			
45. Warm/ Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).						x			x									x														x		x		
46. The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.									x									x		x												x				

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Lemov: Teach Like a Champion		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.									x																						x	x	x			
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).									x					x				x									x					x			
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.						x	x	x	x	x								x								x	x					x			
Improving Your Pacing																																					
Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.	x	x	x	x	x								x	x		x	x							x				x							
Brighten Lines	Make learning activities begin and end crisply and clearly.	x	x											x						x																
All Hands	Shift rapidly among and involving a wide array of participants.	x	x				x			x				x				x		x	x																
Every Minute Matters	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.	x	x						x					x			x																x				
Look Forward	Use mild suspense to create tension, excitement and anticipation	x	x	x	x														x		x												x				
Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	x	x						x	x									x																	

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Lemov: Teach Like a Champion		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Technique	**Key Idea / Description**	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Challenging Students To Think Critically																																					
One At A Time	Ask only one question at a time, not a sequence of them.			X	X										X	X						X															
Simple To Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.		X	X	X	X			X		X			X		X																				
Verbatim (No Bait & Switch)	When repeating a question, be sure to ask it exactly the same way.															X						X															
Clear and Concise	Make questions as clear and concise as possible.															X						X															
Stock Questions	Use similar sequences of questioning applied over and over in different settings.			X	X											X																					
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).			X			X		X	X				X		X										X	X		X								

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Doug Lemov separates his techniques into 9 separate categories.

The charts below indicate how many Missouri Indicators align to techniques in each of the categories.

Setting High Academic Expectations		35 MO Indicators
2. Right Is Right	Set and defend a high standard of correctness in your classroom	8
4. Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	8
5. Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	8
1. No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	7
3. Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)	4

Planning That Ensures Academic Achievement		58 MO Indicators
10. Double Plan	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	15
6. Begin with the End	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	14
7. 4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	13
11. Draw The Map	Control the physical environment to support the specific lesson goal for the day	7
9. Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	5
8. Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	4

Structuring & Delivering Your Lessons		68 MO Indicators
18. Check For Understanding	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	13
21. Take A Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	11
13. Name The Steps	Subdivide complex skills into component tasks and build knowledge up systematically.	8
16. Break It Down	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	8
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	8
12. The Hook	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	6
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	4
14. Board = Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.	4
15. Circulate	Moving strategically around the room during all parts of a lesson.	3
19. At Bats	Lessons should include as many repetitions as possible.	3

Engaging Students In Your Lessons		25 MO Indicators
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	8
27. Vegas	A moment during class when you might observe some production values: music, lights, rhythm, dancing.	6
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	4
23. Call And Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	3
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.	2
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	2

Creating A Strong Classroom Culture		42 MO Indicators
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.	7
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.	6
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	6
32. SLANT	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	6
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	5
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	5
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.	4
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	3

Setting & Maintaining High Behavioral Expectations		34 MO Indicators
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	6
38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	6
39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.	5
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	5
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	5
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	4
40. Sweat The Details	To reach the highest standards, you must create the perception of order.	3

Building Character And Trust		39 MO Indicators
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	9
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	6
44. Precise Praise	Use positive reinforcement as a powerful classroom tool	6
45. Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	5
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	5
46. The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	4
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	4

Improving Your Pacing		41 MO Indicators
Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.	11
All Hands	Shift rapidly among and involving a wide array of participants.	8
Look Forward	Use mild suspense to create tension, excitement and anticipation	7
Every Minute Matters	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.	6
Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	5
Brighten Lines	Make learning activities begin and end crisply and clearly.	4

Challenging Students To Think Critically		29 MO Indicators
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).	9
Simple To Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.	8
One At A Time	Ask only one question at a time, not a sequence of them.	5
Stock Questions	Use similar sequences of questioning applied over and over in different settings.	3
Verbatim (No Bait & Switch)	When repeating a question, be sure to ask it exactly the same way.	2
Clear and Concise	Make questions as clear and concise as possible.	2

Growth Guide 1.1 – Teach Like a Champion Techniques

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting

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Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive

Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Brighten Lines Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next

Work the Clock Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment

Growth Guide 1.2 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging			Developing		Proficient		Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.			1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.		1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 22: Cold Call In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.

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Technique 23: Call and Response Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.
Technique 24: Pepper Use fast paced, group-orientated activities to review familiar information and foundational skills.	
Teacher Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Student Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.
Technique 25: Wait Time Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	
Teacher Use of 3-5 seconds increases length and correctness of responses; decreases number of failures; increases number of volunteers; and increases use of evidence. Use narration during the wait time period to incent and reinforce specific behaviors most productive to students.	Student Generates richer, more reflective and well developed answers during the wait time
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
Technique 29: Do Now A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher

Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Brighten Lines Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
Work the Clock Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

Growth Guide 1.3 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging			Developing		Proficient		Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.			1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)

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Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 22: Cold Call In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves

Technique 31: Binder Control Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
One at a Time Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
Stock Questions Similar sequences of questions applied over and over in different settings	
Teacher Don't make questions up as you go, instead decide to ask a sequence of questions	Student Answers are linked to answers provided before and after the one they answered
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 1.4 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging			Developing		Proficient		Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.			1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content

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Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
One at a Time Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

Stock Questions Similar sequences of questions applied over and over in different settings	
Teacher Don’t make questions up as you go, instead decide to ask a sequence of questions	Student Answers are linked to answers provided before and after the one they answered

Growth Guide 1.5 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging			Developing		Proficient		Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.			1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 16: Break it Down

In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.

Teacher	Student
Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Commits error but whose learning is then facilitated to result in a correct answer

Technique 21: Take a Stand

Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.

Teacher	Student
Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well

Technique 26: Everybody Writes

Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

Teacher	Student
Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Is challenged intellectually and is engaged The quality of the ideas and their writing improves

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Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

Growth Guide 2.1 – Teach Like a Champion Techniques

<u>Standard 2</u>: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging			Developing		Proficient		Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.			2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?

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Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 19: At Bats Lessons should include as many repetitions as possible.	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation;	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

Technique 45: Warm / Strict At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 2.2 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging			Developing		Proficient		Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.			2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.		2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 14: Board = Paper Students learning how to be good students by learning to take notes and retain a record of their knowledge.	
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility	Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture

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Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

Growth Guide 2.3 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging			Developing		Proficient		Distinguished
2E3) The emerging teacher… Applies theories of learning to create well-planned and delivered instruction.			2D3) The developing teacher also… Implements research-based instruction focused on production of learning for individual students.		2P3) The proficient teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		2S3) The distinguished teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer

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Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
Work the Clock Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 2.4 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging			Developing		Proficient		Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.			2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
Technique 15: Circulate Moving strategically around the room during all parts of a lesson.	
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room

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Technique 22: Cold Call In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.
Technique 23: Call and Response Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 29: Do Now A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.

Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 34: Seat Signals Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
Technique 35: Props Public praise from the class for students who demonstrate excellence or exemplify virtues (also called "shout-outs" or "ups")	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
Technique 36: 100 Percent There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
Technique 40: Sweat the Details To reach the highest standards, you must create the perception of order.	
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules
Technique 41: Threshold When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
Technique 42: No Warnings Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience
Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

Technique 45: Warm / Strict At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
Technique 46: The J-Factor Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
Technique 47: Emotional Constancy Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors
Technique 48: Explain Everything Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Work the Clock Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment

Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 2.5 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging			Developing		Proficient		Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.			2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique3: Stretch It A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)	
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)	Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do
Technique4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult. They discover interest in content they might not have thought would be interesting

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Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 9: Shortest Path All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Student Is focused on the lesson objectivity; Experiences reduced distractions
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 23: Call and Response Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.

Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

Growth Guide 2.6 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging			Developing		Proficient		Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.			2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher

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Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

Growth Guide 3.1 – Teach Like a Champion Techniques

<u>Standard 3</u>: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging			Developing		Proficient		Distinguished
3E1) The emerging teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			3D1) The developing teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also… Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 8: Post It Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance	Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal
Technique 9: Shortest Path All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Student Is focused on the lesson objectivity; Experiences reduced distractions

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Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content

Growth Guide 3.2 – Teach Like a Champion Techniques

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging			Developing		Proficient		Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners			3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique4: Format Matters

It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.

Teacher	Student
Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;

Technique 18: Check for Understanding

Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.

Teacher	Student
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Gives off data on the degree of their understanding and mastery of content through the answers they provide

Technique 20: Exit Ticket

Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.

Teacher	Student
Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.

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Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Brighten Lines Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 3.3 – Teach Like a Champion Techniques

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging			Developing		Proficient		Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique3: Stretch It A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)	
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)	Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do
Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)

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Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 8: Post It Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance	Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive

Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 19: At Bats Lessons should include as many repetitions as possible.	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation;	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Technique 48: Explain Everything Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.

Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
One at a Time Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked

Growth Guide 4.1 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging			Developing		Proficient		Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
One at a Time Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked
Simple to Complex Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
Verbatim (No Bait and Switch) Changing a question	
Teacher When repeating a question for a student and/or class, avoid changing a question after a student has raised their hand and is formulating an answer. Even a slight change in syntax can alter the question.	Student Hear and consider questions and participate based on thoughtful reflection because the question asked remained constant

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Clear and Concise Used to improve the clarity of a question	
Teacher Start with a question word (who, when, what, where, why or how); limit to two clauses (rigorous and demanding but limited to two clauses); write them in advance when they matter (script them as a part of lesson planning); ask an actual question (not making a statement with a question mark); and assume the answer (state it in a way that assumes someone can answer it).	Student Is not held accountable for a wrong answer when the actual problem was the way the question was asked Can formulate better questions themselves
Stock Questions Similar sequences of questions applied over and over in different settings	
Teacher Don't make questions up as you go, instead decide to ask a sequence of questions	Student Answers are linked to answers provided before and after the one they answered
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 4.2 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging			Developing		Proficient		Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.			4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity

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Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts

Growth Guide 4.3 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging			Developing		Proficient		Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.			4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning

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Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom

Growth Guide 5.1 – Teach Like a Champion Techniques

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

Emerging			Developing		Proficient		Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out

A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.

Teacher	Student
Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often

Technique3: Stretch It

A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)

Teacher	Student
Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)	Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do

Technique 9: Shortest Path

All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.

Teacher	Student
Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Is focused on the lesson objectivity; Experiences reduced distractions

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Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
Technique 15: Circulate Moving strategically around the room during all parts of a lesson.	
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room
Technique 19: At Bats Lessons should include as many repetitions as possible.	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.
Technique 22: Cold Call In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.
Technique 24: Pepper Use fast paced, group-orientated activities to review familiar information and foundational skills.	
Teacher Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Student Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.

Technique 25: Wait Time Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	
Teacher Use of 3-5 seconds increases length and correctness of responses; decreases number of failures; increases number of volunteers; and increases use of evidence. Use narration during the wait time period to incent and reinforce specific behaviors most productive to students.	Student Generates richer, more reflective and well developed answers during the wait time
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 29: Do Now A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). (this applies to the movement of materials as well as students)	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.

Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 34: Seat Signals Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
Technique 35: Props Public praise from the class for students who demonstrate excellence or exemplify virtues (also called "shout-outs" or "ups")	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
Technique 36: 100 Percent There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
Technique 40: Sweat the Details To reach the highest standards, you must create the perception of order.	
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules
Technique 41: Threshold When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
Technique 42: No Warnings Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience
Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

Technique 45: Warm / Strict At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
Technique 46: The J-Factor Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
Technique 48: Explain Everything Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
Work the Clock Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment

Growth Guide 5.2 – Teach Like a Champion Techniques

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.			5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 8: Post It Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance	Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning

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Technique 15: Circulate Moving strategically around the room during all parts of a lesson.	
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 29: Do Now A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
Technique 31: Binder Control Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.

Technique 34: Seat Signals Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
Technique 41: Threshold When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
Technique 42: No Warnings Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience
Brighten Lines Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities

All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom

Growth Guide 5.3 – Teach Like a Champion Techniques

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also… Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Score= 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique 11: Draw the Map Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
Technique 14: Board = Paper Students learning how to be good students by learning to take notes and retain a record of their knowledge.	
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility	Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning

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Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 29: Do Now A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
Technique 30: Tight Transitions Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
Technique 31: Binder Control Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 34: Seat Signals Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)

Technique 35: Props Public praise from the class for students who demonstrate excellence or exemplify virtues (also called “shout-outs” or “ups”)	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren’t feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
Technique 41: Threshold When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it’s gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
Technique 42: No Warnings Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it’s deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience

Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated
Technique 46: The J-Factor Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
All Hands Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next

Growth Guide 6.1 – Teach Like a Champion Techniques

<u>Standard 6</u>: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing		Proficient		Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 8: Post It Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance	Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal
Technique 9: Shortest Path All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Student Is focused on the lesson objectivity; Experiences reduced distractions

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Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 12: The Hook A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
Technique 28: Entry Routine Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
Technique 34: Seat Signals Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 41: Threshold When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
One at a Time Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked

Verbatim (No Bait and Switch) Changing a question	
Teacher When repeating a question for a student and/or class, avoid changing a question after a student has raised their hand and is formulating an answer. Even a slight change in syntax can alter the question.	Student Hear and consider questions and participate based on thoughtful reflection because the question asked remained constant
Clear and Concise Used to improve the clarity of a question	
Teacher Start with a question word (who, when, what, where, why or how); limit to two clauses (rigorous and demanding but limited to two clauses); write them in advance when they matter (script them as a part of lesson planning); ask an actual question (not making a statement with a question mark); and assume the answer (state it assuming someone can answer it).	Student Is not held accountable for a wrong answer when the actual problem was the way the question was asked Can formulate better questions themselves

Growth Guide 6.2 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging			Developing		Proficient		Distinguished
6E2) The emerging teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			6D2) The developing teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		6P2) The proficient teacher also… Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		6S2) The distinguished teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves

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Growth Guide 6.3 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished
6E3) The emerging teacher… Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			6D3) The developing teacher also… Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		6P3) The proficient teacher also… Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		6S3) The distinguished teacher also… Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?

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Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves

Growth Guide 6.4 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging			Developing		Proficient		Distinguished
6E4) The emerging teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			6D4) The developing teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also… Facilitates the students' effective use of technology and media communication tools.		6S4) The distinguished teacher also… Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 14: Board = Paper Students learning how to be good students by learning to take notes and retain a record of their knowledge.	
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility	Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide

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Technique 26: Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
Technique 27: Vegas A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity

Growth Guide 7.1 – Teach Like a Champion Techniques

<u>Standard 7</u>: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging			Developing		Proficient		Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else

Technique 7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)

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Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.
Technique 36: 100 Percent There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 7.2 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging			Developing		Proficient		Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique1: No Opt Out A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly	Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often
Technique2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique3: Stretch It A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)	
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)	Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)

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Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.
Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 7.3 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging			Developing		Proficient		Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities			7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.		7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 4: Format Matters It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society
Technique 14: Board = Paper Students learning how to be good students by learning to take notes and retain a record of their knowledge.	
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility	Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture
Technique 17: Ratio Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive

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Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Technique 32: SLANT Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
Technique 33: On Your Mark Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
Technique 48: Explain Everything Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

Growth Guide 7.4 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging			Developing		Proficient		Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.			7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.		7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.		7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End

Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.

Teacher	Student
Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	(Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)

Technique 10: Double Plan

It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.

Teacher	Student
Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	What students will do during the lesson? Taking notes? Writing Summaries?

Technique 18: Check for Understanding

Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.

Teacher	Student
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Gives off data on the degree of their understanding and mastery of content through the answers they provide

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Change the Pace Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Hit Rate The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 7.5 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging			Developing		Proficient		Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.			7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.		7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 2: Right is Right Set and defend a high standard of correctness in your classroom	
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct	Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide

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Growth Guide 7.6 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging			Developing		Proficient		Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End

Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.

Teacher	Student
Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	(Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)

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Growth Guide 8.1 – Teach Like a Champion Techniques

<u>Standard 8</u>: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging			Developing		Proficient		Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.			8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 9: Shortest Path All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Student Is focused on the lesson objectivity; Experiences reduced distractions

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Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
Technique 45: Warm / Strict At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
Technique 46: The J-Factor Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
Technique 47: Emotional Constancy Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors

Growth Guide 8.2 – Teach Like a Champion Techniques

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging			Developing		Proficient		Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.			8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique 7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 47: Emotional Constancy Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors
Every Minute Matters Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts

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Look Forward Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next

Growth Guide 8.3 – Teach Like a Champion Techniques

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging			Developing		Proficient		Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.			8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.		8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Technique 5: Without Apology The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
Technique 10: Double Plan It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
Technique 35: Props Public praise from the class for students who demonstrate excellence or exemplify virtues (also called "shout-outs" or "ups")	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous

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Technique 36: 100 Percent There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
Technique 37: What To Do Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
Technique 38: Strong Voice Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
Technique 40: Sweat the Details To reach the highest standards, you must create the perception of order.	
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules
Technique 42: No Warnings Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience

Technique 43: Positive Framing Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
Technique 44: Precise Praise Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated
Technique 45: Warm / Strict At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
Technique 47: Emotional Constancy Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors
Technique 48: Explain Everything Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
Technique 49: Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

Growth Guide 9.1 – Teach Like a Champion Techniques

<u>Standard 9</u>: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging			Developing		Proficient		Distinguished
9E1) The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			9D1) The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		9P1) The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		9S1) The distinguished teacher also… Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity					Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)		

Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Growth Guide 9.2 – Teach Like a Champion Techniques

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging			Developing		Proficient		Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.			9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs		9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Technique 6: Begin with the End Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity					Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)		

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Growth Guide 9.3 – Teach Like a Champion Techniques

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging			Developing		Proficient		Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.			9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.		9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.		9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
Score = 0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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