How to get into PAR

How to become a PAR mentor

**Section 1: The Role of the PAR Advisor**

The PAR advisor has a unique role in the Teacher Evaluation and Development System (TDES) of Cleveland Metropolitan School District. In this role, teachers whose practice is in need of intensive support are evaluated, and also coached, by a highly trained colleague known as a PAR advisor. The PAR advisor is the sole evaluator of the identified teacher. The building principal does not conduct the teacher’s TDES evaluation; that is done by the PR advisor. The PAR advisor is also responsible for directing the professional growth of the teacher in order to improve this teacher’s practice to an acceptable level in the shortest period of time possible.

The dual role of evaluator/coach assumed by the PAR advisor is not an easy one, since it involves creating a climate which is both safe and rigorous, and requires identifying and assisting in the remediation of unacceptable areas of the teacher’s practice.

***The Initial Visit to the School***

The PAR advisor’s first visit to the teacher’s school is the most important because it is this visit that provides the foundation on which trust is built. Trust between PAR advisor and teacher is essential for the growth and change of the teacher’s practice.

***Components of Trust***

* Honesty: “I’ll tell you the truth even if you don’t like it.”
* Evidence: “We’ll base our work on what is seen and heard about your practice, not on your opinion or mine.”
* Research-based: “We’ll use the TDES rubric for known, validated standards of good teaching.”
* Respect for style: “Good teaching comes in many style packages. You won’t have to teach like me. You’ll need to find your own version of excellence and I’ll help you.”
* Integrity: “I work hard and do what I promise. I expect the same from you.”
* Internal locus: “We won’t play the blame game and we won’t make excuses.”

These points should be discussed during the first visit so that expectations are understood. Remember, trust is based upon the traits mentioned above. Know that PAR advisors will need to show these traits to your advisee early and often.

The first visit also sets the tone for the building principal, CTU building chair, and the other department chairperson if applicable. It is important to remember that you should make contact with all of these people during your first visit and discuss the components of trust with them as well. Each person in the building will depend on the PAR advisor to initiate the introduction, which is viewed as an indication of your willingness to work with individuals in the building. *The PAR advisors should provide several handouts to each of these individuals. These handouts include an introductory letter from your PAR Advisor, the elementary and secondary checklist, and a copy of the contract language regarding the Peer Assistance and Review Program.*

PAR advisors must always emphasize the assistance provided by the program and their willingness to work with all parties concerned. It is the job of the advisor to help the teacher implement strategies that will insure his or her teaching success in the Cleveland Metropolitan School District and to stress that the District has adopted a research-based set of standards (the TDES Rubrics) that describe success. The teacher needs an understanding of the TDES evaluation process and the levels of teacher performance described in the TDES rubric, and the teacher needs to understand the expectations and demands of the PAR program. PAR advisor training will provide opportunities for PAR advisors to rehearse this first meeting and to practice communication and interpersonal skills.

The advisee needs to realize that part of the role of the PAR advisor is to maintain contact with the principal and building chair, but PAR advisors must remember that their trust relationship with the advisee is based on their ability to maintain a professional confidentiality. The PAR training provides opportunities to discuss scenarios related to negotiating contact vs. confidentiality.

***Role of the PAR Advisor***

1. Become deeply knowledgeable about the TDES rubric.
2. Verify the components (using the TDES rubrics) of the advisee’s practice that require improvement, by observing and collecting evidence.
3. Corroborate components for focus by conferencing with the advisee and referencing prior observations and previous year’s composite.
4. Clarify the nature of trust with the advisee and other stakeholders.
5. Assist the advisee to prioritize the components for improvement into a plan of action.
6. Develop a timeline of events with advisee for the implementation of the plan of action.
7. Have regular, evidence-based contact with the advisee.
8. Document advisee contact and progress.
9. Communicate regularly with other stakeholders within the building.
10. Hold the advisee and yourself accountable for the hard work involved in changing practice.
11. Utilize building and district resources, including teacher experts, as part of the action plan for the improvement of teaching.
12. Be willing to seek additional help and to think creatively.
13. Be willing to have courageous conversations based upon evidence.

***Prioritizing Components for Focus***

PAR advisees typically struggle with multiple components of the TDES rubric. One of the most important initial tasks is for the advisor and advisee to determine which of these components is more important by asking the following question:

***“Which components, when improved, will provide the greatest benefit to student learning and to the teacher’s overall practice?”***

Generally speaking, it makes sense to select 2 – 4 components initially that answer the question above, and to study the TDES rubric across the four levels of performance. In doing so, the PAR advisor will want to direct the advisee’s attention to the characteristics in those rubrics that relate to the “Skilled” and “Accomplished” levels of performance. A conversation should follow about the teacher’s past performance in these components, as provided by previous observations. What are the similarities and differences? This may be a point at which the PAR adviser should refer to the Components of Trust: Is the teacher making excuses? Is s/he making statements about practice that do not reflect the realities of the TDES rubric? Are there statements about “too much work”? If so, now is the time to address these and refer the advisee back to the Components of Trust.

At the conclusion of the initial meeting, the PAR advisor should have:

* Reviewed the Components of Trust
* Stressed the way in which other building resources (including other teachers) may be used to assist the teacher’s growth
* Selected, with the advisee, the initial Components for Focus
* Analyzed these Components for Focus with the TDES rubric with the advisee
* Set goals, date and time for the next meeting, to include the advisee becoming a student of the TDES rubric, especially the focus components and those related to them.

***Goal Setting***

Once the Components for Focus have been selected, the advisor/advisee should select some next steps. Points to remember about goal setting:

* Small, achievable steps
* Measureable, with outcomes
* Involve others where reasonable
* Do not have to refer to all focus components at one time

Following, or during, the initial meeting, it is the responsibility of the PAR advisor to sketch out an initial action plan, called the TDES Improvement Plan, for the advisee to revise and finalize. This document should be sent to the teacher prior to the second meeting, with the articulated expectation that the advisee will review it and make written suggestions.

**Section 2: Planning**

Planning is the basis of effective classroom instruction. Most often, what is planned is what is taught, and what is not planned is not taught. The established goals and objectives of the District are implemented through the planning process. Effective planning involves taking the whole and breaking it into small, teachable parts. Cleveland’s research-based definition of good teaching, called the TDES Rubric, based on the Framework for Teaching, (Danielson, 2007), includes a comprehensive description of planning and it is expected that the PAR advisor will closely monitor and assist the advisee in this critical area.

***Domain 1: Planning and Preparation***

1a: Demonstrating Knowledge of Content and Pedagogy: In this first component of planning, the teacher considers the State’s content standards and CMSD’s scope and sequence when designing the lesson and a rationale for teaching it. Some of the key aspects of Component 1a: Demonstrating Knowledge and Pedagogy, are:

* Knowledge of pre-requisites
* Anticipation of misconceptions
* Knowledge of the structure of the discipline

1b: Demonstrating Knowledge of Students: This second component of planning requires that the teacher bring knowledge of the students to the planning process. This knowledge should include:

* Knowledge of individual learning styles and needs
* Knowledge of students’ cultures, families and other factors that might influence their learning

1c: Selecting Instructional Outcomes: The third component of planning is related to the first, 1a: Demonstrating Knowledge of Content and Pedagogy, because the teacher considers the content standards and scope and sequence to select rigorous outcomes that are appropriate for all students. Some features of outstanding selection of outcomes include:

* Individualization
* Rigor
* Coordination/integration with other content areas
* Measurability

1d: Demonstrating Knowledge of Resources: Teachers must be aware of the variety of resources available to them as they design each lesson. While it is not expected that teachers use resources simply because they are available, thoughtful, effective teaching includes careful consideration of the resources available throughout the district, and also in the larger community.

1e: Designing Coherent Instruction: The next component of research-based planning is the actual construction of the steps of the lesson. The design of coherent instruction includes such elements as:

* Differentiation/Individualization
* Rigor
* Scaffolding
* Student choice

Rigor, in particular, is related to the choices the teacher makes during planning. While many thinking that rigor comes “after” memorizing, this is not true. Thoughtful teachers incorporate rigorous activities into a lesson that may also involve some lower level tasks.

***Bloom’s Taxonomy (revised)***

|  |  |
| --- | --- |
| ***Creating***Generating new ideas, products, or ways of viewing things.*Designing, constructing, planning, producing, inventing*. |  |
| ***Evaluating***Justifying a decision or course of action*Checking, hypothesising, critiquing, experimenting, judging* |  |
| ***Analysing***Breaking information into parts to explore understandings and relationships.*Comparing, organizing, deconstructing, interrogating, finding* |  |
| ***Applying***Using information in another familiar situation.*Implementing, carrying out, using, executing* |  |
| ***Understanding***Explaining ideas or concepts.*Interpreting, summarising, paraphrasing, classifying, explaining* |  |
| ***Remembering***Recalling information.*Recognizing, listing, describing, retrieving, naming, finding* |  |
| *Adapted from “A Taxonomy for Learning Teaching and Assessing*”, Lorin W. Anderson & David R. Krathwohl, 2001 |

* ***Original Terms New Terms***
* Evaluation . . . . . . . . . . . . . Creating
* Synthesis . . . . . . . . . . . . . Evaluating
* Analysis . . . . . . . . . . . . . . . . Analyzing
* Application . . . . . . . . . . . . . . Applying
* Comprehension . . . . . . . . . . . Understanding
* Knowledge . . . . . . . . . . . . . . Remembering

1f: Designing Student Assessments: Designing Student Assessments is tightly related to the third component, 1c: Selecting Student Outcomes, as it is these outcomes the assessment is designed to measure. Some key elements of excellent assessment design include:

* Tight connection to outcomes
* Individualized/differentiated
* Designed with some student assistance
* Clear criteria

***The Framework for Teaching TDES Rubrics***

***Domain 1***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge  | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.  | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessment* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.  |

***Yearly Planning***

The advisee may require assistance with comprehending the relationship between the year-long unit, District’s scope & sequence (S&S), and daily planning. Year-long planning involves mapping the grade-level curriculum objectives to correspond with the time frame provided for instruction. When assisting the advisee with planning, the PAR Advisor should:

* Provide a year-long curriculum form
* Use the district calendar to note general activities that affect the instructional time.
* State standards, objectives & assessments
* District’s Scope & Sequence (S&S)

It is quite likely that a teacher who needs PAR assistance needs assistance in planning. It is, however, possible that the teacher him or herself does not realize this. It is the PAR advisor’s task to determine the level at which the advisee’s planning currently functions, relate this level of planning facility to the Components of Focus, and then scaffold the advisee’s planning to grow to the highest level possible in order to positively impact instruction. The PAR advisor and the teacher should reference the TDES rubrics and a variety of resources throughout the year-long plan.

***Unit Planning***

Unit planning links year-long and daily planning. Unit planning reflects one segment of the year-long plan, allows for a natural progression, and provides a holistic picture of activities pertinent to central concepts. Unit planning should encompass all subject areas taught by the advisee.

Teacher strategies include activities from all levels of processing information, as expressed by Bloom’s Taxonomy. The first three levels represent simpler processes and require little critical thinking. The last three levels involve higher levels of thinking, and should be represented in unit activities. Unit planning entails:

* Objectives and rationale
* Amount of time allowed for unit
* Components of the unit
* Methods for assessing student’s readiness
* Unit content
* Instructional strategies
* Necessary materials needed to support unit
* State standards, objectives and assessments

***Daily Planning***

Effective daily planning results in increased student learning and fewer classroom management problems. Intrinsic to the year-long and unit plan, daily planning must give consideration to continuity, sequence, and integration of concepts fundamental to implementing effective daily plans.

The PAR Advisor’s responsibility is to assist the advisee with identifying instructional goals, activities, and resource materials. The purpose of the lessons must be clearly stated and aligned to the District scope and sequence and to State and Common Core standards. It is important that the advisee understands that daily activities build upon previously acquired concepts and prepare for future presentations.

As noted in the previous section, it is expected that the PAR advisor will assist the teacher to closely reference Domain 1: Planning and Preparation of the TDES rubrics when developing daily, weekly or unit planning. A format for daily lesson planning involves addressing the 3 key components of Domain 1:

1c: Selecting Instructional Outcomes

 1e: Designing Coherent Instruction

 1f: Designing Student Assessments

A straightforward format for daily lesson planning, located in the portal, is as follows:

**Framework Daily Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Period 1 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 2 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |

The PAR advisor will want to plan with the advisee using the above template, assisting the teacher to consider each question, read the related rubric at the highest level, and answer the question at that level. The PAR advisor should subsequently verify that the teacher is using this template for each day’s planning, and that the daily plans that result are accomplished in their design.

In addition, the PAR advisee, as part of TDES evaluation by their PAR advisor, will undergo one announced formal observation in the first semester of the school year. As part of this evaluation, teachers will complete one, in-depth lesson plan for that announced event. This lesson plan contains all components of Domain 1: Planning and Preparation, and also addresses Domain 4: Professional Responsibilities, with specific questions connected to each component of each of those domains.

The PAR advisor must refer to the lesson plan for the announced observation, located in the TDES portal, and discuss each element of that plan carefully with the advisee, referencing the Accomplished level of the TDES Rubric as they do so. In this way, the advisee can be coached to plan the best lesson possible for the formal announced observation.

**Section 3: The Classroom Environment**

The environment for learning that the teacher creates provides the framework necessary to effect positive impact on student learning. The adage “Well begun is half done” surely applies perfectly to the school year: what happens in the classroom in the first few weeks of school sets the stage for the rest to the school year. The PAR advisor’s role is to analyze the components of the classroom environment and assess which of these represent strengths for the teacher and which will require focus and assistance. Listening, observing, sharing and suggesting will come into play as the year progresses and problems are encountered. Viable classroom management may be evidenced in:

***Domain 2: The Classroom Environment***

According to Cleveland’s TDES rubric, there are five components to successful classroom management:

2a: Demonstrating Respect and Rapport: It is essential that the teacher begin the school year by creating relationships with the students. The adage, “I don’t care what you know, till I know that you care” is all too true. While the techniques used by the teacher to create a climate of respect and rapport will vary, (techniques that work in kindergarten won’t work for a class of chemistry students at the high school), all teachers must create the climate of respect that will permit the work to be done. The teacher is responsible for two type of respect/rapport:

* Student-teacher
* Student-student

The challenge of teaching includes the challenge of influencing children to be kind and respectful, not only to the teacher and s/he to them, but to each other.

2b: Creating a Culture for Learning: This component refers to setting high expectations for EACH student, every day. It’s about squeezing the most “juice” from learning. It’s related to Component 1b: Demonstrating Knowledge of Students, since in order to set high expectations for every child, the teacher must know what every child is capable of learning. The implication here is differentiation: How can we set high expectations for different children if we don’t differentiate those expectations? Are all students the same? No. Furthermore, the teacher must aim to create a climate for learning that gradually shifts the expectations from external (the teacher expects) to internal (the students expect from themselves). Aspects, then, of 2b: Creating a Culture for Learning, are:

* Expectations for learning
* Student pride in work
* External vs. internal locus

Some examples of external reinforcements that can be used initially, but then weaned away gradually, are:

***Domain 2b: Examples of External Reinforcements***

**Elementary Level: For individual students**

* A positive note sent home addressed to the student or family
* Gift certificate from a local store
* Free admission to a school fair or special event
* Star or sticker placed on a chart
* Assignment to a class role, such as “line leader”
* Grab at a Grab Bag
* Awards and certificates
* Lunch with teacher
* Take home a classroom pet

**Elementary Level: For the entire class** *(Be careful here; it’s demoralizing to leave a few students behind, or out of, a classroom reward, and may do more harm than good.)*

* Class party (popcorn, pizza)
* Coupons for free meal at local fast food restaurant
* Opportunity to read to, or provide services for, another class or grade level.
* Special arts and crafts projects
* Extra recess
* Special class visitor (firefighter, magician)
* Field trip

**Secondary Level: For individual students**

* A positive note handed to the student, placed on his/her desk, or written on the first page of an assignment
* A positive note or call to parents
* Extra computer time
* Gift certificate (e.g., McDonald’s)
* Discount at school store
* Free admission to school function
* Opportunity to assist with classroom tasks
* Opportunity to mentor another student academically

**Secondary Level: For the entire class** *(Be careful here; it’s demoralizing to leave a few students behind, or out of, a classroom reward, and may do more harm than good.)*

* Motivational speaker such as a well-known local athlete
* Opportunity to have input into lesson design from an array of choices
* Opportunity to have input into design of upcoming assessments
* Pizza day

2c: Managing Classroom Procedures: This component is about preserving time for instruction. How long does it take the teacher to begin the class? How long to distribute, collect materials? How long to perform attendance and other record-keeping duties? How can/do the students help with these duties? Some of the key aspects of this component are:

* Performing non-instructional duties
* Transitions

***Domain 2c: Transitions***

 ***Maintenance of Stable Classroom Management***

One of the most valuable tools for any teacher is time. There never seems to be enough of it, especially given the competing demands for learning: common core, state content standards, district scope and sequence, and others. For many teachers, however, valuable time is lost during transitions between classes, or between activities during a lesson. It’s easy for as many as 3 to 5 minutes to be lost during these times, and those minutes can really add up, so that by the end of a week, as much as a half-hour of instructional time was taken by these non-learning events.

When students move to different activities in the classroom, they tend to be noisy and unsettled, we know two things: 1) time is being wasted, and 2) the focus is being taken from the learning. The PAR mentor can assist the teacher to consider the critical question that emerges: ***“What can a teacher do to minimize problems with transitions between activities and subjects?”*** The PAR Advisor can assist the trouble-shooting by encouraging the teacher to, first, study closely the TDES rubric for component 2c: Managing Classroom Procedures, focusing on the Accomplished level. Once the characteristics of that level are well-understood, a variety of strategies should be developed by the teacher with the advisor’s assistance. These may include some of the following:

* Closely observe student behavior during transition, or invite a colleague or the PAR mentor to do so. How long do transitions take? What behaviors are noted? .
* Chart time taken to effect transition
* Have materials at hand prior to class.
* Teach students how to quickly and quietly distribute materials.
* Design specific directions for procedures; practice procedures.
* Share what you observe with students; reward compliance.
* Announce transition and specify what is to be done; give signals.
* Minimize the time you expect students to wait for next activity.

|  |
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| ***Domain 2c: Routines to Teach the First Week of School*** |
| **Elementary** | **Secondary** |
| **Monday*** Signal
* Bathroom Procedures
* Lunch Routine
* Coat Closet/Lockers
 | **Monday*** Signal
* Materials
* Lockers/Mapping Class Routes
 |
| **Tuesday*** Getting Materials
* Returning Completed Work
* Lining Up
* Pencil Sharpening
* Drinking Fountain
 | **Tuesday*** Entering Classroom Routines
* Procedures of Communicating Assignments
* Heading Papers
 |
| **Wednesday*** Fire Drill
* Working Without Disturbing Others
* Choices: If Finished Early
* How to Seek Help/Teacher Busy
* Traffic Patterns
 | **Wednesday*** Turning in Work
* Choice: If Finished Early
* Alternatives: If No Materials
* Procedures If Late to Class
 |
| **Thursday*** Arrival Procedure
* Classroom Helpers
* To/From Playground Procedure
* Inside Voice/Outside Voice
 | **Thursday*** Make-up/Absence Policy
* Routines: Bathroom, Library, Pencil Sharpening
 |
| **Friday*** Out of Seat Policies
* Getting To/From Groups
* Asking Questions/Raising Hands
* End of Day Routine
 | **Friday*** Housekeeping/Student Helpers
* Quality of Written Work
* Clean-up Routine
 |

2c: Managing Classroom Procedures, cont’d:

* Materials and supplies
* Managing other professionals in the classroom

When the teacher performs poorly in this component, precious instructional time is lost, and a sense of disorganization is communicated to the students, which they then mirror in their own work.

An additional assistance to teacher management of a classroom is the use of specific directions for each of the myriad procedures that compose the total instructional delivery. As new procedures are introduced, the PAR Advisor may assist the teacher in developing these specific directions which should be:

* Observable, specific
* Clear, easy to follow
* Posted for the class to see, each time they are used
* Whenever possible, related to materials, noise level and seating
* Limited to maximum of three rules
* Introduced as needed (not all at once)
* Reviewed each time they are used until they are ritual
* Used in accordance with class rules which are always enforced
* Positively reinforced each time they are observed correctly

**Domain 2c: Examples of classroom situations requiring specific directions include:**

|  |  |
| --- | --- |
| Entering the classroom | Exiting the classroom |
| 1. Sit in assigned seat immediately upon entering room
2. No talking
3. Take out necessary materials and complete bell work assignment on front board
 | 1. Take all materials with you
2. Leave room quickly when dismissed
3. Low level talking (Teacher must define this and demonstrate for students as well as practice with students)
 |

|  |
| --- |
| Other situations |
| * Lecture
* Small group
* Seat work
* Cleanup
* Discussion
* Group work
* Working in pairs
 | * Bathroom breaks
* Test taking time
* Library
* Gym
* Art
* Lab work
* Ongoing or protracted in-class work
 |

PAR Advisors often observe teachers whose planning becomes compromised, unsettled or even dismantled because procedures are not in place. Specific directions offer viable solutions.

2d: Managing Student Behavior: This is the component most focused-upon by new teachers, and often by teachers who are struggling: “I could teach better, if only these kids would behave!” However, often the reverse is true: If the teaching were better, the students would be involved in learning and their behavior might improve. Therefore, there is a tight relationship between this component and components 1c: Selecting Instructional Outcomes, 1e: Designing Coherent Instruction, and 2b: Creating a Culture for Learning. The PAR advisor will need to assist the teacher to consider the WHY of student misbehavior and its possible relationship to teacher planning. In addition, the elements of this component must be carefully considered:

* Standards for behavior
* Response to misbehavior

It’s interesting to note that the TDES rubrics indicate that when this component is done at an Accomplished level, it’s barely noticeable. Behavior is not the focus of teacher talk; learning is.

***Domain 2d; Classroom Management Style: Effective or Ineffective***

When assisting teachers with planning and procedures, the PAR Advisor may use the following information as a guide to recognizing effective or ineffective classroom management.

|  |  |
| --- | --- |
| **EFFECTIVE****CLASSROOM MANAGERS** | **INEFFECTIVE****CLASSROOM MANAGERS** |
| * Plan the first day to provide maximum contact with and control of students.
 | * Busy themselves with house­keeping or critical duties during the first few days.
 |
| * Offer interesting ideas.
 | * Allow students to roam around.
 |
| * Stay with the students throughout class time.
 | * Leave the room often when students are present.
 |
| * Clearly explain classroom system.
 | * Often use vague rules, such as “Be in the right place at the right time.”
 |
| * Limit first instructions to necessary rules and procedures; avoid overloading students with information.
 | * Do not think through their rules and procedures.
 |
| * Spend enough time re-explain­ing and reminding students about rules.
 | * Do not clearly explain their rules; give rules without rehearsing or reinforcing them.
 |
| * Offer a variety of rewards and signals for appropriate behavior.
 | * Give little attention and reinforcement to students who obey rules.
 |
| * Give specific assignments while handling clerical tasks but continue to monitor.
 | * Fail to monitor the classroom closely.
 |
| * Stop inappropriate behavior promptly.
 | * Give frequent threats or warnings without follow through, causing students to push limits.
 |
| * Introduce content and additional procedures gradually and in an enjoyable way and don’t rush into workbooks or readers.
 |  |
| *(From: Classroom Management: Motivation, Discipline, and Planning.)* |

**Domain 2d: Discipline**

|  |  |
| --- | --- |
| **Obstacles to Effective Discipline** | **Suggested Strategies to Remediate** |
| * Low teacher expectation (“the kids…” stereotype.)
 | * Encourage teacher to recognize cultural/racial differences and remind teacher that students choose to behave/misbehave.
 |
| * “I tried that… It didn’t work.”
 | * Encourage use of other techniques and provide anecdotal examples of problem situations.
 |
| * Inconsistency in enforcement or reinforcement
 | * Analyze how situations are handled: emphasize consistency. Model desired behaviors in lesson demo.
 |
| * Lack of positive rewards or verbal reinforcement.
 | * Establish rewards (whole class & individual).
 |
| * Lack of effective recordkeeping.(“I can’t keep track of all this stuff…”)
 | * Suggest, model and design more viable record keeping according to teacher’s needs.
 |
| * Failure to teach the plan
 | * Review with the teacher how plan is communicated to the class at onset.
 |
| * Resistance to making home contact (positive/negative)
 | * Share anecdotal examples and one notable research finding: 85% of students who are phoned, shape up! (National Council of PTA)
 |
| * Failure to toughen up on chronic misbehavior, i.e. consequences do not stop negative behavior.
 | * Discipline should be progressive
 |
| * Tendency to slacken discipline enforcement when “things are going well” (common pattern early in year).
 | * Stress consistent and persistent enforcement of the plan.
 |
| * Reward students by taking away consequences.
 | * Very simply put: This is a no-no!
 |
| * Failure to change those components - rewards or consequences - if they are not working.
 | * Encourage change in plan. Canter is a good resource. Also see appendix handout on self-analysis.
 |
| * Public reprimands, threats that take students off task and embarrass individuals.
 | * Model private one-on-one conference, proximity, in-class conference. Record the lesson.
 |
| * Arguing with student(s) that causes teaching to stop.
 | * Suggest that the teacher have students write down complaint; confer later. Rule of thumb: Remain calm. Go on with teaching. Record the lesson.
 |
| * Failure to counsel students after discipline consequences are implemented (Teacher does not ask student to state expectation of behavior.)
 | * Model intervention conference (30 seconds to 1 minute): state expectation. Have student state it.
 |

2e: Organizing the Physical Space: Not everyone realizes it, but the classroom itself is a resource that can assist with teaching and learning. Some teachers, of course, do not have their own classrooms, and are required to travel from room to room during the day, reducing somewhat their ability to use the classroom as a resource. Still, every teacher can, and should, carefully consider what aspects of the physical space they might modify or utilize to enhance teaching.

For example,

* if students are to work individually, the teacher can ask them to move their desks apart in order to disable cooperation
* Students who need extra support may be seated near the teacher
* All visuals should be easily seen and read from any location in the room.
* The students may be asked, when appropriate, where in the room they would like to work.
* The walls are learning spaces; what might they contain to assist with student learning?
* Technology is part of the 2e component: how is technology integrated in such a way as to be meaningful and not just a “cool toy” used by the teacher?
* What are some hazards represented by the physical space and how might they be corrected?

**Domain 2: The Classroom Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *2a: Creating an environment of respect and rapport* | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| *2b: Establishing a culture for learning* | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.” | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |  Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.  | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Attempts to modify the environment are partially successful. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

***A footnote to Domain 2***

***Stress Management for the Teacher***

To bring closure to the topic of classroom management, the PAR Advisor needs to be aware of the job related stress encountered by both the advisor and advisee as they handle daily job routines. Stress is the reaction to stressful events that can be positive, healthy and productive; or negative, unhealthy and counter-productive.

For example, consider a situation in which a dictatorial principal affects the use of funds allotted per teacher or department. The amount of stress felt by each person and the method by which each person handles the situation are different: One teacher/advisor may react to the dictatorship with griping and complaining, alcohol abuse and frequent illness; another teacher/advisor may incorporate a fund raiser to compensate or find support from coworkers; a third teacher/advisor may resign from teaching altogether.

It is important that PAR Advisors are aware of possible stress producing situations encountered on the job such as advisees who are resistant to suggestions. Some of the symptoms of unhealthy management of stress may be the irritability, restlessness, anxiety, depression, frustration, inadequacy. Regular conversations about the stress level perceived by either member of the team should include an informal “rating” by the teacher of the current stress level. The following are suggestions for handling stress in a positive, healthy, and productive way:

* Reschedule a conference for a better, more productive time.
* Minimize worry by being well organized and ready for the responsibilities you have assumed.
* Plan for the unexpected during instruction so that you are ready for it: if students learn faster, or have more trouble, or need another approach, have the tools in your tool box.
* Know and accept your strengths and weaknesses.
* Trade off strengths with a co-worker. One of us spells poorly and the other has no facility for math. So, one checks all the written communication and the other does all the figuring.
* Ask for help when you know you need it.
* Stay after school awhile to unwind. Socialize, tie up loose ends, prepare for the next day, or form an exercise group.
* Arrive at school early and give yourself an extra few minutes to relax before the bell or conference.
* Don’t make excuses; it doesn’t help you succeed.

**Section 4: Domain 3: Instruction**

***Instructional Methods***

Instructional methods are the primary components of effective teaching. Successful teachers are proficient at helping students understand what they are expected to learn and in designing appropriate activities that will stimulate that learning. It is important that the PAR advisor study the Domain 3: Instruction rubrics with the advisee, carefully noting the characteristics of each of the five components of the domain, especially at the Skilled and Accomplished levels. However, Domain 3: Instruction, is intimately tied to Domain 1: Planning and Preparation. If we plan poorly, we tend to teach poorly. Therefore, if advisees demonstrate weaknesses in Domain 3: Instruction, PAR advisors should first examine the quality of their planning in Domain 1, since the two are inextricably related.

3a: Communicating Clearly and Accurately: Critical to teaching excellence is clarity of the teacher’s communication about:

* The objectives
* The content
* The directions and procedures

The key to this component is whether *students* know what they are to learn, how they are to perform the activities, and what the key concepts are. Sometimes teachers think their communication is clear, but if students (*all* of them) don’t understand, then it surely isn’t as clear as the teacher assumed.

3b: Using Questioning and Discussion: This is a poorly understood component that is difficult to do well. Questioning and discussion are techniques the teacher employs to help students to learn the content. Sometimes the questions are posed by the teacher. Other times, the teacher directs students to pose questions of the content or of each other. However when questions are posed to assess *what students are learning*, these are NOT “3b questions”; rather, they are questions for another component of Domain3, component 3d: Assessing Student Learning. More about this component later.

Component 3b: Using Questioning and Discussion, is about involving ALL students in talking about content and posing and answering questioning about it. Teachers who understand what the TDES rubric says about questioning realize that they are trying to become “guides on the side” rather than “sages on the stage”, posing questions that cause students to become text-accountable for answering them, and teaching the learners to become the questioners themselves. Elements of questioning include:

* Quality of questions
* Who poses the questions
* Level of student involvement

3c: Engaging Students in Learning: This component represents the whole point of teaching. Everything a teacher does is to engage students in the learning. However, engagement is often misunderstood as time-on-task, which it is NOT. Time on task means that the students are doing what the teacher asks them to do, rather than something unrelated. True intellectual engagement means that students’ brains are really working hard; they are *thinking*, and it’s not easy. Think of it as “brain sweat.” Often students *could* maybe on-task but not truly engaged. In fact, this happens all the time when students are doing what the teacher asks them, but they don't have to think in order to do it.

Engagement implies differentiation as well, since in order for the work to be sufficiently challenging, different students would need different levels of difficulty. Engagement is impacted by several factors:

* Types of activities provides
* Types of groups and differentiation
* Materials and resources
* Structure and Pacing

***Component 3c (and 1e)***

***Lesson Closure Activities***

Lesson closure, an important aspect of structure and pacing, is often neglected for a variety of reasons; however, closure consolidates learning. Some tips for closure:

**1. CHARTING**

Have a student chart under the objective of what they learned.

 a. What the story is about

 b. All the sentences relate

 c. Found the beginning, middle and end

 d. Relating the sentence details

***CHARTING***



**2. HANGMAN**

Play hangman with items told by students.

***HANGMAN***



**3. WEBBING**

Complete a web of the lesson.

**4. CLASS DISCUSSION**

Through discussion, connect previous, present and future lessons

**5. SUMMARIZING**

Have students orally summarize major points of the lesson.

**6. SIMPLE SUMMATION**

Teacher reviews material covered during the lesson based upon goals that were shared or posted at the onset of the lesson. (Flip charts and overheads are excellent for this activity.)

**7. QUESTIONING**

Thought provoking questions regarding the next day’s lesson that review previous material and motivate students’ curiosity concerning new material.

**8. COOPERATIVE ACTIVITIES**

Have students work cooperatively to compile a list of the class accomplishments during the lesson.

**9. JOURNALS**

Have students record what they learned on the material covered during the school day.

(Excellent daily routine or “warm down”.)

Often when observing a lesson, we assume students are engaged because they are quiet and doing what the teacher has assigned them to do. However, this is not necessarily engagement. What we need ask when observing a lesson is WHAT they have been asked to do: Is it challenging, in a good way? Are students thinking hard or are they just busy? Are the assignments of varying difficulty depending on students’ abilities?

3d: Assessing Student Learning: Much of teaching is based upon what teachers know about their students. This is assessment in its most basic form. When we formalize this knowledge, we create checklists, 1-minute assessments, exit tickets, observational logs, quick quizzes, anecdotal notes, etc. (These products are the results of Component 1f: Designing Student Assessments.) In this way, we make certain we know which students met the instructional outcomes for the lesson and which ones did not. Then we can plan for the next day’s lesson using facts, assumptions. In addition, assessment involves communicating to students exactly what success criteria are, and where they are in the process of meeting that clearly articulated definition of success. Elements of assessment are:

* Use during instruction
* Communication of success criteria
* Feedback to students

***Component 3d: Assessing Student Learning***

***Guidelines for Effective Feedback***

*Feedback is timely, accurate, substantive, constructive and specific.*

|  |  |
| --- | --- |
| **EFFECTIVE FEEDBACK** | **INEFFECTIVE FEEDBACK**  |
| 1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment.
 | 1. Is delivered randomly and indiscriminately without specific attention to accomplishment.
 |
| 1. Specifies the praiseworthy aspects of the student’s accomplishments.
 | 1. Is general or global, not specifying the success.
 |
| 1. Is expressed sincerely, showing spontaneity, variety, and other signs of credibility.
 | 1. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
 |
| 1. Is given for genuine effort, progress, or accomplishments, which are judged according to standards appropriate to individuals.
 | 1. Is given based on comparisons with other and without regard to the effort expended or significance of the accomplishment for an individual.
 |
| 1. Provides information to students about their competence to the value of their accomplishments.
 | 1. Provides no meaningful information to the student about their accomplishment.
 |
| 1. Helps students to better appreciate their thinking, problem solving and performance.
 | 1. Orients the student toward comparing themselves with others.
 |
| 1. Attributes student success to effort and ability, implying that similar successes can be expected in the future.
 | 1. Attributes student success to the ability alone to external features such as luck or easy task.
 |
| 1. Encourages students to appreciate their accomplishments for their efforts they can expend and their personal gratification.
 | 1. Encourages students to succeed for external reasons- to please the teacher, win a competition or reward, etc.
 |
| *Adapted from Jere Brophy, “Teacher Praise: A Functional Analysis,”* **Review of Educational Research,** Spring 1981, Vol. 51, No. 1. pp. 5-32 |

When teachers do not use feedback and assessment during daily instruction, or when they use it poorly, they have a tendency to assume that all students “got it”, when some of them didn’t. This leads to surprises on formal assessments, such as end of unit tests and state standardized assessments, when students ultimately do poorly.

The PAR advisor should:

* Check daily lesson plans for the nature and quality of assessment the teacher has included
* Review the assessment for each student for one lesson, at least once a week with the teacher
* Discuss with the teacher whether the assessment measured the objective effectively
* Collect assessments from other teachers and examine their characteristics
* Learn together how to create anecdotal records

3e: Demonstrating Flexibility and Responsiveness: Teaching is really a process of decision-making. Teachers decide upon a plan for the lesson, making hundreds of decisions as they do so. This plan becomes operationalized in Domain 3: Instruction. However, even with the best planning, the lesson may require modifications *as it is taught.* Students may learn faster or slower than planned, a teachable moment may present itself, or an activity may not proceed as intended. Teachers then must use one of most sophisticated skills of teaching: flexibility. It requires rapid, in-the-moment decision-making, and to be successful, requires that teachers have lots of “tools in the teaching toolbox”. As with all other components in Domain 3, 3e: Demonstrating Flexibility and Responsiveness is tightly connected to planning. Teachers must do their best to anticipate where the likely struggle points might be, and be prepared to cope with those. Without such planning, teachers are likely to proceed in the teaching of a lesson in spite of evidence that a change would be beneficial. Elements of flexibility are:

* Persistence
* Modification of the lesson (if called for)
* Success of modifications

***A Suggested Lesson Structure***

***(Related to Domain 1: Planning)***

Introductory Activities (Component 3a/3c)

* Provide motivational activities (“do now”, related literature, video clips, displays, etc.)
* Confirm that each student is actively involved
* Relate new information on previously learned concepts
1. Statement of Objectives (Component 3a)
* State in measurable terms (evaluative)
* Make sure every student knows what they are to learn and why
* Build on prior learning
* Develop sequentially
* Include various mental processes (Bloom’s Taxonomy)
* Correspond with strategies and methods of assessment
1. Delivery of Information (Component 3c)
* Demonstration-performing or modeling, in such a way that all students are working with you
* Lecture-information presented verbally, along with listening guides so that all students are recording essential information
* Teacher, or student-directed discussion, conducted so that all students talk, either to each other or to the teacher
* Student-led inquiry: experiments, investigation
1. Guided Practice (Component 3c)
* Practice newly learned skills with feedback (Component 3dd)
* Differentiated Instruction: different students have different assignments
	+ Enrichment and remediation activities
1. Independent Practice (Component 3c, 3d)
* Student work independently or collaboratively
(must be preceded by appropriate guided practice)
* Serves as informal assessment when independent
* Requires feedback from teacher
* Allows students to experience success
1. Closure Activities (Component 3c, 3d)
* Summation of key components (teachers and students)
* Projection of activities and concerns for next session
* On-going evaluation

**Domain 3: Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

**Section 5: Modeling/Demonstration Lessons**

Modeling is one of the most beneficial services offered by the PAR advisor. Often, the advisee will benefit from seeing aspects of Domains 2 and 3 in action. The PAR advisor may conduct classes with the advisee’s assigned students or may invite the advisee to observe in the advisor’s classroom. These demonstration lessons may be an outgrowth of the ongoing class objective, or may be introductory embellishments of the District’s curriculum.

However, the PAR advisor, when modeling, should conference with the advisee prior to the observed lesson. This conference should include a discussion of the lesson plan for the intended lesson, and how it meets the skilled or accomplished level of Domain 1: Planning. The advisor should also teach the model lesson with the highest levels of Domains 2 and 3 in mind, and invite the advisee to identify which components and which levels of these components are in evidence.

Similarly, the advisor and advisee may watch, together, selected video clips of classroom practice, using such resources as [www.teachingchannel.org](http://www.teachingchannel.org), or *PD-360* (linked on the TDES web page), both of which contain teaching sequences for observation. When viewing these videos together, and advisor may point out strengths and weaknesses of the viewed lesson, and discuss implications with the advisee.

Team teaching, working with small groups of students and chaperoning field trips are other forms of modeling which involve the advisee, students and the PAR Advisor.

***Classroom Visitations***

The PAR advisor need not be the only source of model lessons. Indeed, other teachers in the building and throughout the district possess expertise in various components, and conversations with the principal, chapter chair or other building stakeholders may assist the PAR advisor in the recruitment (by invitation, of course, not by requirement) of building or district experts who are willing to model selected components of the TDES rubric for the advisee. In this way, a culture for learning grows within the building and district, as teacher experts assist each other in the growth of practice. The PAR advisor may also observe, along with the advisee, in such instances, to ensure that the advisee is noting important aspects of expertise. The PAR advisor and teacher should meet after the model lesson or visitation to analyze the observation in terms of the TDES rubric and discuss the positives and negatives observed and the implications for the advisee’s classroom.

Visitations should be scheduled according to the individual needs of the advisee. Consideration should be given to age and gender of the advisee in relation to the host teacher. Grade level and/or subject area should also be noted.

When planning a visitation the PAR Advisor should follow these procedures:

* Secure permission from advisee’s principal
* Check advisee’s schedule for the most appropriate date and time
* Secure permission from the host’s principal
* Plan visit with host teacher
* Make arrangements for substitute coverage with PAR Liaison

The visitation is a shared experience between the advisee and the PAR advisor. The visitation form should be completed by both parties and discussed during the post visit conference.

**Section 6: Domain 4: Professional Responsibilities**

Professional responsibilities are those duties and responsibilities that teachers accomplish outside of the act of teaching. Communicating with families, recordkeeping, working with colleagues, participating in professional development and so forth are important functions of good teaching. Recent research shows that these components of teaching are, in fact, related to *student learning*. While the components of Domain 4: Professional Responsibilities are difficult, if not impossible, to see during instruction, they are nonetheless essential aspects of teaching practice.

4a: Reflecting on Teaching: Critical to teaching excellence is clarity of the teacher’s reflection on the lesson just taught. This reflection, to be useful, must be:

* Accurate: the teacher needs to understand what the strengths and weaknesses of the lesson are. When teachers are incorrect about the lesson, when they think the lesson was effective when it was not, then reflection is at an ineffective or developing level. Being wrong about the lesson’s success does not permit the teacher to make future changes for student learning.
* Specific: When I teacher thinks, “The lesson went okay”, s/he is not reflecting specifically. Specific reflection has to do with which students met the objective of the lesson and which ones did not. It is also related to other evidence of the lesson: if the groups were not effective, how does the teacher know? If the pacing was highly effective, what is the evidence? Global, general reflection is not as useful as highly specific reflection

The purpose of reflection is for the teacher to draw accurate, evidence-based conclusions about the lesson so that these might influence subsequent planning decisions.

4b: Maintaining Accurate Records: Most of us think of recordkeeping as the maintenance of a grade book, either electronic or in hard copy. While this is certainly a portion of a teacher’s recordkeeping duties, it is only one aspect. The heart of recordkeeping is tracking the *mastery of content;* a grade book might tell us that a student earned a grade of “C” on Quiz #2, “Equations”, for example, but that grade may not tell us specifically what aspects of solving equations the student has, or has not, mastered. Part of recordkeeping is making visual students’ progress with mastery of essential content. Furthermore, this component is about students assisting with the tracking of their own progress within the content: what they have mastered and what they still need to learn. Essential elements of component 4b are:

* Completion of assignments
* Progress in learning
* Non-instructional records

4c: Communicating with Families: Research shows that when families can be engaged as partners in their child’s learning, students tend to learn more. Most of us think of communication with families as *notification.* While notification is, indeed, one aspect of this component, there is much more to it. The main goal of family communication is to engage the family in partnership for their child’s learning: supervising homework, assisting with learning challenges, being pro-active with the teacher regarding school difficulties, etc. No one would say this task is easy; it is not. However, when teachers are able to use family communication to enlist support for the student’s learning, that learning tends to increase. Elements of family communication are:

* Communicating about the instructional program: letting parents know the key concepts that students are learning
* Communicating about student’s progress in learning those key concepts
* Engaging families in the instructional program and their own student’s learning
* Involving students in communication with their families about their own learning progress: students select examples of their work and highlight concept attainment and concepts still in progress, for example.

4d: Participating in a Professional Learning Community: We might think of this as they “plays well with others” component of teaching. For students to learn the most, teachers must collaborate, share information, problem-solve, co-plan and generally function as a team for the benefit of children. Teachers who excel in this component seek out ways to work with their colleagues, show an interest in learning from each other, and make intentional decisions to work effectively with other teachers. The goal of component 4d is for teachers to think of all the students in the school as “our students”, and to work within, and also outside, their own grade level and content specialty, for students’ benefit. Elements of Component 4d: Participating in a Professional Learning Community, are:

* Contributions to a culture of inquiry
* Nature of collegial relationships
* Volunteerism within the school/district

Teachers who excel in this component view problems within the school as challenges to be attacked and overcome. They see themselves as part of a team and work willingly and helpfully within it. They are willing to initiate solutions and to lead initiatives without having to be invited or rewarded for doing so.

4e: Growing and Developing Professionally: Good-to-great teachers see themselves as lifelong learners. They are continually searching for new, better strategies to enhance student learning. They understand that research continues to reveal more about how learning occurs, and they want to use that research in their own practices. Conversely, the ineffective or developing teachers may feel that, “It was good enough 15 years ago; it should be good enough today.” Such an attitude results in teaching practice that is stagnant and non-responsive to more powerful ways to teach. In other words, growing and developing professionally is essential for good teaching. Elements of this component are:

* Degree of participation in professional growth
* Assisting in the growth of colleagues
* Receptivity to feedback
* Contribution to the profession

4f: Showing Professionalism: Every profession holds its members to certain standards. In education, these include honesty, unselfish service, confidentiality, advocacy for underserved students, and compliance with school/district regulations. Summed up, these qualities contribute to integrity, which is necessary for an educator who is also a role model for learners.

**Domain 4: Professional Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **4a: Reflecting on Teaching** | Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. | Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| **4b: Maintaining Accurate Records** | The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.  | The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation. |
| **4c:Communicating with Families** | The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program . | The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.  | The educator provides frequent, culturally- appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning. |
| **4d: Participating in a Professional Community** | Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| **4e: Growing and Developing Professionally** | Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession. | Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators. | Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. |
| **4f: Showing Professionalism** | Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations. | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.  |

**Section 7: Advisee TDES Evaluation**

The PAR Program provides a process for the professional development of teachers. A major aspect of this process is the evaluation of advisees. All evaluations must follow the procedures outlined in the CMSD/CTU Agreement and must follow the TDES process. There are 5 required events for TDES evaluation; however, because the PAR advisee is identified as in need of additional support, each of these events must be within the larger context of on-going support including meetings, observations, planning and/or other forms of “practice’ for the advisee. Evaluation events, it should be noted, are a way to *document* performance. They are not, in themselves, intended as a form of practice.

Although conferences following walk-throughs are not required for the TDES evaluation process, they are strongly recommended for PAR advisees, who need the maximum amount of feedback possible.

Additionally, a composite evaluation must be completed for each advisee. Specific guidelines for completion of the composite evaluations will be provided by the Governing Board.

PAR Advisors must give advisees and principals copies of all TDES evaluation events. In order to protect the confidentiality of the PAR relationship, information regarding regular visitations, observations, assistance provided should be shared in a general manner only.

Since this program impacts the careers and possibly the livelihoods of our colleagues, all evaluations should be based on appropriate and supporting documentation within the TDES system.

***Individual Assistance Documentation***

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: |  | Grade: |  |
| School: |  | Subject: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date / Time** | **Components Addressed** | **Activities** | **Results** | **Next Steps** |
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***Advisor’s Weekly Schedule***

|  |  |
| --- | --- |
| Name: |  |
| Week of: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Location(s)** | **Teacher’s Name(s)** | **Time(s)** | **Components of Focus** |
| **Monday** |  |  |  |  |
| **Tuesday** |  |  |  |  |
| **Wednesday** |  |  |  |  |
| **Thursday** |  |  |  |  |
| **Friday** |  |  |  |  |

***Intervention Component***

|  |  |
| --- | --- |
| Teacher’s Name: |  |
| Grade/Subject: |  |
| School: |  |

The person listed above has been recommended and has accepted the recommendation to participate in the Intervention Component Peer of the Assistance and Review Program.

|  |  |
| --- | --- |
| Teacher’s Signature: |  |
| Principal’s Signature: |  |
| CTU Chapter Chairperson’s Signature: |  |

PEAC/PAR GOVERNING BOARD

|  |  |
| --- | --- |
|  Date: |  |

The person listed above chooses not to participate in the Intervention Component of the Assistance and Review Program. He/she will continue to be assisted and evaluated as prescribed by the Cleveland Board of Education/C.T.U. Agreement.

|  |  |
| --- | --- |
| Teacher’s Signature: |  |
| Principal’s Signature: |  |
| CTU Chapter Chairperson’s Signature: |  |

PEAC/PAR GOVERNING BOARD

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| --- | --- |
|  Date: |  |

***An introduction from your PAR Advisor***

The purpose of the Peer Assistance and Review Program (PAR) is to provide individual teachers with the opportunity for professional growth. As a result of the guidance and support provided by this program, it is expected that student learning will greatly improve as teacher effectiveness is enhanced.

Each advisee will meet regularly with a PAR Advisor, who will observe, instruct, locate resources and evaluate professional growth throughout the school year.

For further clarification or questions, please feel free to contact your advisor or the program liaison from the information provided below.

|  |  |
| --- | --- |
| ***Program Liaison:*** |  |
| ***School Location:*** |  |
| ***Phone Number:*** |  |
| ***Email Address:*** |  |

Insert Current CMSD Mileage form

|  |  |  |  |
| --- | --- | --- | --- |
| **Month:** |  | **Advisor’s Name:** |  |

**Contact Summary**

***Professional Profile***

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s Name: |  | School: |  |
| Room Number: |  | Grade Level: |  | Subject Area: |  |
| Preparation Time: |  | Lunch: |  |
| Certification: |  |  |  |
| Teaching History: |  |  |  |
| Colleges/Universities: |  |  |  |

**Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Notations** |
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***Suggested Daily Lesson Plan Template***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Period 1 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 2 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 3 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 4 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 5 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |
| Period 6 | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  | **1c: What will students learn?****1e: What is the best way to teach it?** **1f: How will I measure which students learned it?**  |

**Note check all rating terms – make sure CMSD**

**The Framework for Teaching: Components of Professional Practice**

**Domain 1: Planning and Preparation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge  | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.  | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessment* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.  |

**Domain 2: The Classroom Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| *2b: Establishing a culture for learning* | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.” | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |  Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.  | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

**Domain 3: Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

**Domain 4: Professional Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **4a: Reflecting on Teaching** | Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. | Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| **4b: Maintaining Accurate Records** | The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.  | The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation. |
| **4c:Communicating with Families** | The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program . | The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.  | The educator provides frequent, culturally- appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning. |
| **4d: Participating in a Professional Community** | Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| **4e: Growing and Developing Professionally** | Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession. | Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators. | Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. |
| **4f: Showing Professionalism** | Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations. | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.  |