Domain 1: Planning and Preparation
  A. **Demonstrating Knowledge of Content and Pedagogy**
   • **Teacher develops misconceptions tool** to predict the [concept—possible student misconceptions—clarifying activity] to ensure he/she is prepared for student questions or confusion**.** [See 1.]
   • **Teacher plans multiple explanations of content** to students; relates concepts within the discipline to others in the discipline or across disciplines; designs questions that build on students' background in the content; accurately assesses student understanding of content and designs instruction that scaffolds skills and concepts for individual students; selects strategies that best align with concepts being taught; selects appropriate strategies to engage all students in the content, including those with special needs; anticipates student misconceptions and addresses them in planning the lesson; and/or develops plans reflecting an understanding of the complexities of the discipline. [See 1.]
   • **Teacher develops charts** with prerequisite knowledge in areas that are traditionally difficult for students to master (prior experience, test data, etc.). The chart has the prerequisite knowledge topics and students name. Pre-tests or other forms of assessment are used to determine student mastery of prerequisites and recorded on chart to help teacher know how to plan remediation or enhancements. [See 1.]
   • **Curriculum Planning Process**—Step 1. Determine what students should know (based on the standards and adopted course outlines.); Step 2. Map your year's content by planning backwards (approximate); Step 3. Focus your instructional plan by developing standards-based units; Step 4. Write daily lesson plans. [See 11.]
  B. **Demonstrating Knowledge of Students**
   • **20 Sentences**—Ask students to write 20 sentences that tell about them. They can be about their childhood, likes, dislikes, dreams, etc. Once students finish their sentences, they pair with another student to discuss each other's sentences. Follow-up can be other students choosing 5 sentences to share about the student while class takes notes for later; complete index cards with sentences as descriptors for class to guess owner; develop a bulletin board with 2-3 elements of interest about each student; after sentences are shared, find a new partner to do interviews on one sentence that was interesting to them about the person; etc. This can be the basis for many grouping activities. Teacher should have a copy of each. Can be done on iPads or computers too. [See 3.]
   • **Student Choice**—William Glasser identified choice as one of the four most sought after variables in our lives with the sense of belonging, freedom, and having fun. If we want eager learners, we have to ask ourselves about ways to provide students choice in learning and ensure they are learning to make good choices. Also a little fun makes us all enjoy work more. Questions to consider are: What choices do students have around sources of information, processes for making meaning, and for demonstrating their learning? How often do students feel in control, in charge of themselves? What causes them to feel in control? What decisions that really count are students allowed to make? Consider issues like pacing, contracts order of study, depth/breadth of particular areas of study. What structures are in place to help students learn how to be responsible for their own learning? Consider variables like error analysis, rubrics, self, peer, or group assignments, time management, study skills lessons, and reflections. How purposeful are you in planning and asking all students questions that have more than one right answer? How often do students ask you and each other complex questions? How often do students feel important in your classroom? What makes them feel important? How often do you and your students share laughter and pleasure? How do the students react when they walk into your classroom? Happy? Calm? Safe? Excited? Assured? Afraid? Bored? Anxious? What does on in this learning environment that contributes to that reaction? Sample: Give list of famous people from AR. Students choose the one they want for biography and explain why. They choose to present information via, poster, poem, video, journal entry, children's book, newspaper article, timeline, interview, PowerPoint, etc., and explain why they chose this form of presentation. [See 3.]

C. **Selecting Instructional Outcomes**
   - **Great teachers plan objectives, then assessments, then activities.** [See 8.]
   - **Begin with the End—**Progress from unit planning to lesson planning; Using a well-framed objective to define the goal of each lesson; Determining how you'll assess your effectiveness in reaching your goal; Deciding on your activity. [See 8.]
   - **4Ms – Manageable, Measurable, Made First, Most important—**an effective objective should be of a size and scope that it can be taught in a single lesson. Build a series of day-by-day objectives that set achievable goals for each day. It should be written so that your success in achieving it can be measured (by end of class). This helps teachers know what works maybe through an exit ticket, questions, listening to discussion, quizzes, etc., and enables teachers to plan next steps. It helps to think through key assumptions, determine whether you are having students describe or apply what they have learned, decide whether you are holding yourself accountable for the things you can control not what you can't (whether they liked it). The objective should be designed to guide the activity not to justify how a chosen activity meets one of several purposes. The objective should focus on what's most important on the path to college and career readiness. It describes the next step to be proficient in the content. Example of objective not most important—*Students will construct a poster to celebrate MLK, Jr. Day*. Does not reinforce the understanding of MLK. The objective and work should be about King. Poster making is not the best way to get there. [See 8.]
   - **According to Lisa Carter,** an objective should have the level of Bloom's verbs and the specific learning that will be accomplished**.**
   - **Post-It—**once the objective is complete, Post It in a visible location, in the same place, in your room so that all who enter your room identify your purpose for teaching that day in as plain English as possible. Students know what they are trying to do in class. Administrators know what you are trying to do and give you feedback to assist your understanding of how your lesson is progressing. [See 8.]

D. **Demonstrating Knowledge of Resources**
   - Incorporating Internet resources can be helpful if broadband is sufficient. The goal is to get students engaged with the internet rather than just the teacher. Some resources for lesson planning, assessment strategies, student engagement strategies, etc. might include: http://www.atozteacherstuff.com for units, plans, and materials; http://www.education-world.com for lesson plans, materials, professional development activities, technology information, and more; http://www.eduhound.com clip art, lesson ideas, links to exploration sites, worksheets and forms, and topical information; http://www.free.ed.gov/ materials, activities, and information for teachers and students updated monthly by 30 federal agencies; http://www.globalschoolnet.org connects students in 194 countries in a worldwide approach to problem solving, project-based learning and online collaboration for students of all ages to connect to the world; http://school.discovery.com/schrockguide information for teachers and students divided into a huge range of content areas that are easy to search; http://www.kconnect.com for primary students offering plans, supporting tips, and links to other resources; http://www.mcrel.org excellent lesson plans and links to curriculum resources aligned with state and national standards; http://www.teach-nology.com access to printable games, teaching strategies, advice from other teachers, education news, and more than 25,000 lesson plans; http://www.marcopolo-education.org/home.aspx content specific areas with lesson plans, interactive activities for students, downloadables and links to other sites. High quality, exceptional; http://www.eduref.org Educator's Reference Desk offers resources such as AskERIC, lesson plans, archived information, and links to hundreds of diverse education sites; www.ascd.inservice.ascd.org/…core-resource-ascds-free-educore-tool for tools related to the common core state standards; http://achievethecore.org/dashboard/408/search/3/1/9/10/11/12 for additional information related to CCSS; www.ccsstoolbox.com/parcc/PARCCPrototype_main.html for resources related to the new state assessments of CCSS through PARCC. [See 13.]

E. **Designing Coherent Instruction**
   - **Shortest Path—**Seek the simplest explanation or strategy to the goal. Avoid the complex if something less clever, less cutting-edge, less artfully constructed will yield a better result. Use what the data (Hattie, Marzano) tell you work best, but when in doubt rely on proven, direct, trustworthy methods. [See 8.]
   - **Double Plan—**Most lesson plans focus on what the teacher will be doing, saying, explaining, modeling, activities, and assignments. Often teachers forget to plan what students will be doing along the way. You might plan the lesson with a T-chart with "Teacher" on one side and "Students" on the other. Once you have

both sides in mind through this planning habit, you might plan differently as you plan to keep students actively engaged (3C) in relevant content. [See 8.]

- **Brain-Based Lessons –**Use a hook to grab students' attention and help students become alert and interested in learning; connect to previous learning because memory is greatly enhanced when new information is connected to prior learning through reviewing previous lessons using KWL charts, metaphors, analogies, and simulations to ensure the application of learning; help students discover patterns and connections through graphic organizers, timelines, and tools that highlight similarities, differences, and connections between information; provide opportunities for reflection through writing or cooperative learning activities to re-activate the areas of the brain where information is stored and strengthen connections in the brain; promote application and transfer by providing opportunities to apply new information they have learned in a variety of contexts; actively engage the student to help them understand new concepts more readily and remember them more effectively.[See 11.]
- **Balanced and Strategic Model for Teaching Content-** Examine the objective to be learned. Then select and sequence essential skills, examples, and strategies necessary to achieve the objective. Allocate sufficient time to learn essential skills. Organize information in order to minimize confusion of the learner. Introduce information in manageable and sequential units. Identify prerequisite skills and build on learners' prior knowledge. Review previously taught skills. Integrate old knowledge with new knowledge. Progress from simpler contexts to more complex contexts. [See 11.]

F. **Designing Student Assessments**
- **Teachers who are most proficient at using data** examine them not only to tell them who got what right and what wrong, but why. They use data to understand not only how to spend their time in the classroom but how to teach better in the time they allocate to each topic. Most people have the will to win; few have the will to prepare to win. [See 4.]
- **Diagnostic (Pre-Instruction) Assessment—**used to check students' background knowledge and prerequisite skills. Guiding Questions: What background information or prior experiences do my students have with this information? Do my students have the prerequisite skills for learning this information? Do my students have existing misconceptions that need to be clarified or corrected? Options: Graphic organizers, true-false pretests, reflective journals, discussion groups. [See 11.]
- **Formative (Ongoing) Assessment—**used to check students' understanding during learning. Guiding Questions: Are my students "getting it"? Are they forming any misconceptions? Options: Quizzes or probes, graphic organizers, retells, summaries, paraphrasing, minute papers, journals, buddy teaching or role-playing, demonstrations or observations, assignments, peer-grading or self-assessment. [See 11.]
- **Summative (Culminating) Assessment—**used to determine the degree to which students have integrated and internalized new learning. Guiding Questions: How will I know that my students have learned this information? What are various ways to demonstrate true understanding? What level of mastery do I expect for this skill or concept? How can I collect evidence of learning? Options: Traditional tests, performance tasks, oral assessments or interviews, reflective journals or essays, portfolios. [See 11.]
- **Performance Tasks—**Design your performance task before beginning instruction. Use backward planning to 1. Determine what standards you will address in your instruction, 2. Choose the big concepts you will teach, and 3. Formulate guiding questions that will shape the content and design of your instruction. Once you figure out what your students will be learning, you can determine what authentic products they could create to demonstrate that they "got it". Performance tasks are not always projects. Only projects designed to measure student achievement of standards are truly performance tasks. It is important to incorporate actions in the tasks that address the higher levels of Bloom's Taxonomy.

Domain 2: The Classroom Environment
A. **Creating an Environment of Respect and Rapport**
- **Build Positive Teacher-Student and Peer Relationships—**this is the core of the supportive tone in the classroom. Three things should be considered in planning effective relationships: 1. Ensuring fair and equal treatment of all students, 2. Showing interest in and affection for students, and 3. Identifying and using positive information about students. Some questions might be: What can I do today to ensure fair and equitable treatment for all? Ensure students are not teased or bullied. Establish expectations for fair and equitable treatment. How can I show interest and affection? Simple courtesies. Physical contact and physical

gestures/ Attending to needs and concerns. How can I gather positive information to use in relationships? Structured opportunities to highlight students' interests and accomplishments. Parents and guardians. Fellow teachers. [See 10.]

- **One interesting aspect** of powerful teacher-student relationships is that they are forged by behavior and words as opposed to thoughts and feelings. It is not what a teacher thinks and feels about a particular student that forges a positive relationship with the student. It is how the teacher speaks to and behaves with the student that communicates respect and acceptance. By ensuring fair and equitable treatment of all students, showing interest in and affection for students, and identifying and using positive information about them, teachers can forge positive relationships with each student as well as encourage strong peer relationships. [See 10.]
- **Simple Courtesies**—Greeting students at the door, calling them by their names, saying "good morning," acknowledges the students and communicates the teacher likes and accepts them. Eye contact is helpful especially when it is about a topic that the teacher knows students are interested in. [See 10.]
- **Physical Contact and Physical Gestures**—subtle contact can be used to demonstrate interest and affection. Age, gender, and culture and important considerations when using contact. Gestures like the ok sign, thumbs up, touchdown sign, a wink, nod, or smile all communicate positive feelings to the student and about the class. Proximity communicates caring and familiarity. Teachers can move closer to students who are having difficulty and lean down or in to assist them personally. [See 10.]
- **Attending to Students' Needs and Concerns**—Noticing when students do not see the board well and following up on it, providing attention to students who miss school due to illness or deaths in the family, working with students who move into the district mid-year, etc. all demonstrate the teacher's care and respect for the student. Listening carefully to students' personal concerns and responding to them is helpful. [See 10.]
- **Identify and Use Positive Information about Students--**Some of this information can be gathered through Domain 1 by administering interest inventories, speaking with parents, talking with prior teachers. The information is used throughout the year to communicate that the teacher recognizes specific interests and needs of the student. [See 10.]

B. **Establishing a Culture for Learning**
- **No Opt Out**—what begins with the student unable to answer ends with the student giving the right answer. When students say "I don't know", the teacher turns to another student and asks him the same question. When the student answers, the teacher goes back to the first student and repeats the question that was just answered. The first student has just found that he must do the work in your class. The teacher must come back to the student who won't try. It works with students trying as well. The teacher repeats the question when a student does not get it the first time. If the student does not get the right answer the second time, the teacher asks the class for clarification of what the question is seeking. Then the teacher asks the original student the question again. The primary learning here is that students cannot get away with not being engaged. The teacher makes it clear that high expectations are the norm in the class and all will be involved in seeking their highest level. [See 8.]
- **Entry Routine**—the first routine that affects culture is how students enter the room. It is about making a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins. A typical routine is students entering and picking up a packet of materials from a small table just inside the door. It is more efficient to have students pick up their packets than for you to hand out the packets. Students should always know where to sit to save time and energy. Students should do the same thing with homework everyday—basket, front corner of their desk; pass it to proctor, etc. A DO NOW should be in the same place every day—on board or in packet. The objectives for the lesson, the agenda for the lesson, and homework for the coming day should be on the board already and in the same place. [See 8.]
- **Right Is Right**—the difference between partially right and all the way right. Teachers must set high standards for right and not affirm those that are only partially right. Teachers can tell students they are almost there. In holding out for right, teachers set the expectations that the questions you ask and their answers truly matter. You believe your students are capable of getting answers as right as students anywhere. This faith in the quality of a right answer sends a powerful message to your students that will guide them long after they have left your classroom. Some methods include: Hold out for all the way by praising students for their effort but not confusing effort with mastery. Answer the question—don't let students think they are right when you ask

for a definition and they give an example; when you ask for a setting, and they discuss character, etc. Right answer, right time—don't accept answers out of sequence from students who want to show how much they know. Teaching a replicable, repeatable process is more important than teaching the answer to a problem. Use technical vocabulary—students develop effective right answers using terms they are comfortable with. Students need to expand their vocabularies in all content areas and build comfort with terms they will need when they compete in college or careers. [See 8.]

- **Stretch it**—Reward right answers with more questions to check for replicable understanding and to give them exciting ways to push ahead, applying their knowledge in new settings, thinking on their feet, and tackling harder questions. This keeps them engaged and sends the message that the reward for achievement is more knowledge. This helps differentiate instruction to students of different skill levels. Some methods include: Ask how or why—they need to explain how they got the answer or why they think a certain way. Ask for another way to answer—there are multiple ways to answer a question. When it is solved one way, it is a great opportunity to make sure they can use all available methods. Ask for a better word—offering students opportunities to use more specific words or new words reinforces the crucial literacy goal of developing vocabulary. Ask for evidence—they should build and defend their conclusions and support opinions from among multiple possible answers. Ask students to integrate a related skill—respond to mastery of one skill by asking students to integrate the skill with others recently mastered. Ask students to apply the same skill in new settings—once students master a skill, ask them to apply it in a new or more challenging setting. [See 8.]
- **Format Matters**—to succeed, students must take their knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society. It is not just what they say that matters but how they communicate it. Complete sentences, fluent syntax, subject-verb agreement are essential for college and the workplace. Think about grammatical format and complete sentence format when asking for students' oral or written responses. A good method is to identify the error so that students can correct it or begin to make the grammatical error correction so that the student can complete the correction. [See 8.]

C. **Managing Classroom Procedures**
- **Learning Buddies**—develop a clock or map of country being studied or names of months in foreign language or color wheel or science terms, etc., for each student. They place names on the lines beside the elements and find a partner for that time, etc.; they put each other's names at the same time to be used later to quickly get in groups for discussion; continue till names are on the entire sheet. The device doesn't have anything to do with the topic; it is just a quick way to get students to work with other students during the following week or unit. [See 3.]
- **Seat Signals**—To avoid wasting time with bathroom requests, pencil sharpening, etc., the seat signal criteria should be Students must be able to signal their request from their seats; they must be able to signal requests nonverbally; signals should be specific and unambiguous but subtle enough to prevent them becoming a distraction; teacher should be able to manage both their requests and response without interrupting instruction; teacher should be explicit and consistent about signals you expect students to use, posting them on the wall so students can see them and disciplining themselves to require them by responding only when they are used. Examples—Bathroom-hand up; two fingers crossed. Pencil-hold up pencil; students can get one from a can of pencils or be given permission to sharpen. Tissue-hand pinching nose. [See 8.]
- **Binder Control**—Have a required place for them to take notes in their binders that stay at school. They can take what they need for the night in a homework folder that is a specific color for parents to identify. The binder should have a required format for organizing papers so the same system is functioning for all to easily find their materials. A number could be assigned to materials you expect students to keep in binders and have students enter it into a table that forms the Table of Contents. It allows them to quickly find the notes that they need to help them remember content. The organization should be done in class to ensure the process is being followed systematically. [See 8.] This is also a portion of note-taking that is a strategy that yields good results as indicated by Marzano in *Classroom Instruction that Works*.
- **SLANT**—Few schools teach the behaviors and skills that help students concentrate, focus and learn. Five key behaviors that maximize ability to pay attention are in SLANT—Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker. Or could use STAR—Sit up, Track the speaker, Ask and answer questions like a scholar, and Respect those around you. Or S-SLANT which adds Smile. By using a quick acronym, teachers can

remind students of behavior in a positive way with nouns or verbs by embedding the actions into students' vocabulary. Noun—Where is my SLANT? Verb—Make sure you are SLANTing. [See 8.]

D. **Managing Student Behavior**

- **Classroom Management**—View link http://www.schoolimprovement.com/resources/strategy-of-the-week/classroom-management-a-framework-for-student-success/ to see five steps to effective classroom management.

- **Dealing with Severe Behavior**—Don'ts—Take misbehavior personally; yell; touch a student; argue; cry; bully; admonish or embarrass the student in front of other students; accuse. Ask questions first; threaten with a consequence you cannot follow through with or should not use. Dos—anticipate situations that might result in negative behavior (e.g., over-stimulating activities, pending consequences, etc.); remind student of the rule in a matter-of-fact manner. Ask to speak to the student privately; use your existing supports at the school; follow through with consequences; depersonalize your thinking; "park it" until you or the student calms down; use strategies to redirect students who easily escalate into inappropriate activities (if a student begins to look agitated or bored, engage the student in an activity that he or she will likely enjoy). Check with the student about how he or she is feeling; use "I" statements; acknowledge the student's frustration; communicate with your administrator and the student's parents; document major incidents. Write down the dates of the occurrences, a detailed account of the incidents, your responses, and the follow-ups. [See 11.]

- **Sweat the Details**—To reach the highest standards, you must create the perception of order. Clean up clutter, keep desk rows tidy, encourage neat dress from students to decrease the likelihood that you will have to deal with more serious issues because students realize that this is not permissible. Tape can be used for desks. A rubric helps with homework neatness. Teach students where to put their work in binders and do it together— ready on three. Circulate while students are working at their desks and offer quiet suggestions for improvement. Teach students the manner in which to raise hands, turn in work, how to speak to others. [See 8.]

- **No Warnings**— Using minor interventions and small consequences that you can administer fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning students' respect. Act early to avoid off task behavior to prevent a major consequence later. Act reliably to focus students on the actions that precipitate your response. Act proportionately by starting small when the misbehavior is small and reserve major reactions for major infractions. [See 8.]

- **Strong Voice**— Some teachers automatically gain students' attention and establish control. Some components of the strong voice are Economy of Language (few words to focus on what is most important in a clear crisp manner then stop talking), Do Not Talk Over (If you have to repeat ten instructions per day, you will waste two full days of instruction in a year. Controlling who has the floor is the mark of your authority and a necessity to your teaching.), Do Not Engage (Once you have set the topic of conversation, avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. It ensures a tone of focused accountability.), Square Up/Stand Still (When you want to express the seriousness of your directions, turn, with two feet and two shoulders, to face the object of your words directly. Eye contact should be direct. Stand straight and lean in close or move toward the student.) and Quiet Power (Instead of talking loudly when you sense your control is slipping or you get anxious, get slower and quieter when you want control. Exude poise and calm.) . The tone and demeanor are important. [See 8.]

- **Behavior Management Plans**—Focus a plan on a student's behavior. Determine what is happening with the student then ask yourself these questions. What are the triggers of this behavior? When does it occur? Does it happen during a certain time of day or a particular activity? Are other students involved? What is the function or purpose of the behavior? What is the student trying to achieve through their behavior? Does the student wish to avoid an activity? Is the student seeking attention? Is the student trying to engage other students? What seems to make a difference in the student's behavior? When do you observe the undesired behavior the least? Will the student respond to a certain type of structure or prompt? Use these questions with parents, other teachers, school administrator, and the student to develop a plan. Then focus on the plan outline. The target behavior that you want to increase and the acceptable level that you would like to see occur. The plan for anticipating and interrupting the triggers that result in undesirable behavior and the plan for positively reinforcing the desired behavior after it occurs (like providing praise when it does occur). The plan for

monitoring the changes in behavior and communicating progress with parents and student (Keeping records scanning behavior every 15 minutes with checks for positives). [See 11.]

E. **Organizing Physical Space**
- **Draw the Map**—Planning and controlling the physical environment should support the specific lesson goals for the day rather than using the best approach to support the most lessons or to design the classroom like one thinks it should look. The layout should be designed to answer some questions. When should students interact during the lesson? How should students interact during the lesson? What should the way students sit signal and incentivize about the kinds of interaction? Which kinds of interaction support which kinds of lesson objectives? What other kinds of ways can students be socialized to interact appropriately without building the classroom around socialization every day? [See 8.]
- **Planning walls** is important to help the learning. Avoid clutter, overstimulation, and distractions. Focus on useful tools: reminders of key steps in adding fractions; examples of common themes; seven types of conflict in a story: pictures representing recent vocabulary words; rules for bathroom use; phrase starters for agreeing or disagreeing with a peer during discussion. Student work that is exemplary and a model for others should be posted. Teacher comments should help other students—"Great job starting your paragraph with a clear topic sentence." [See 8.]

Domain 3: Instruction
A. **Communicating with Students**
- **Interactive Notebooks or Journals**—*First Thoughts*-Write down thoughts that come to mind when you examine the cover of a book, illustrations in an article, name of video, or topic of a speaker. Jotting down initial thoughts helps you set purpose for learning and make predictions about what you will find in the information source. [See 3.]
- What to Do—Some portion of student noncompliance is caused by students misunderstanding a direction, not knowing how to follow it, or tuning out in a moment of distraction. Four steps to follow in telling students what to do (not telling them what not to do) and how to do it are: Be specific (manageable and precise actions students can take), concrete (clear, actionable tasks that students know how to do), sequential (describe a series of concrete specific actions), and observable (specific and can be seen and measured as to accomplishment). [See 8.]
- **I/We/You**—Gradual release from teacher to student for responsibility for knowing and being able to do. Begin with "I" by delivering key information or modeling the process you want students to learn as directly as possible, then walking your students through examples or applications. In the "We" step, you first ask for help from students at key moments and then gradually allow them to complete examples with less and less assistance on more and more tasks. Finally in the "You" step, you provide students the opportunity to practice doing the work on their own, giving them multiple opportunities to practice. [I do; We--I do, you help. We—You do, I help. You—You do…. You—and do…and do…and do. [See 8.]

B. **Using Questioning and Discussion Techniques**
- **Suitcase Unpacking**—Depending on content (science, social studies, health, art, etc.), tell students that they are writers preparing a review of [trip to Afghanistan or works of art in the Impressionist period or an experiment to improve the crop yield, etc.] for the next issue of XYZ Magazine. Students should bring a suitcase to school as if they just returned from the visit. They should include objects and symbols that represent the culture [or components of the topic], geography, home life, education, foods, socializing, homes, government, etc. Write 2-3 sentences for each object in the suitcase describing the item, its importance, and how it is used. They should discuss contents of suitcase (6-8 items) with a small group of listeners interested in the location. This activity can incorporate technology for research, maps, and reporting. It is perfect for Prezi, PowerPoint, or Smart Board. It is an effective way to handle reports in an engaging manner and promotes discussion. Each student should develop an assessment to determine whether others learned about their topic.[See 3.]
- **Biography in a Bag**—Student teams collect artifacts representing significant information about one leader of a period in history, scientist, artist, musician, etc. (Renaissance or Reformation--Martin Luther, Leonardo da Vinci, John Calvin, Queen Elizabeth I, Raphael, William Shakespeare, Henry VIII). Research should include information about the leader as a person, a leader, how time influenced him/her, his/her impact on own

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country and world. Conduct study that yields sixteen important facts about your leader. Document them in journals, locate or create artifacts that describe/relate to each fact, and record relationships in journal. Place all sixteen, recorded information, and artifacts from journals in Biography Bag. Each team member writes a brief report that is about one page typed. It and journals should be submitted to Expedition Leader (teacher). The team decorates the Biography Bag. The team presents information about leaders using only artifacts in the Bags as guides. This can be done with other groups or to whole class.[See 3.]

- **Talking Tokens—**To ensure that all students participate in group work, make sets of circles of heavy paper for each group and place them in a Ziploc for the group. Put the following roles on the circles and ask students to draw from the bag at the beginning of group work. They do not all have to be used each time. **Ask a Question, Encourage, Summarize, Paraphrase, Give an Idea, Keep Group on Task, Build on an Idea, Integrate Ideas, Offer Alternative Perspective, Use Names** [See 3.]
- **Question Stems That Promote Thinking—**What should we be asking about__? What do you need to do next? How about__? What if__? When is another time you need to__? What do we know so far? How can you find out? What have you heard about__? Tell me how you did that. What might happen if__? How does __ tie in with what we learned before?
  To know is not enough. Levels of Understanding—How is low, When is mid, Why is high, Infer is very high. [See 3.]
- **Hit Rate—**The rate at which students answer your questions correctly is important to analyze. If it is 100[See 10.], you might want to increase the difficulty because when they get it all right, their level of knowledge or thinking may not be where you would like. If it is 2 of 3, then there might be a problem with the way material was presented, the alignment of the questions to the material, and degree of mastery of content. [See 8.]
- **Clear and Concise—**Many times the problem is not in the answer but in the question. Design clear questions by starting with a question word (who when, what, where, why or how) so that students can begin to think of the answer; limit questions to two clauses but still rigorous; write them in advance while planning when they matter (helps to write them down prior to class to ensure clarity and high levels on Bloom's); ask an actual question not a statement like "Stewart doesn't think so." They don't know if they are to respond; assume the answer. "Who can tell me…?" Not "Can anyone tell me?"[See 8.]

C. **Engaging Students in Learning**
- **Stir the Class—**To gather pre-assessment data, access prior knowledge, develop verbal fluency, build in movement, or have students share expertise and interests, provide each student with a data collection sheet containing ten to twenty lines or have them number their own sheets. Students should write three reasons, three causes, three pints of interest, etc., about the topic to be studied. Ask them to make the third one on their list unique. At a signal, students move around the room collecting/giving one idea from/to each student. Ideas received from one student can be passed through to another student. After an appropriate time, ask students to return to their seats. At this point, students compare lists, prioritize, categorize, design research projects, etc. Students can continue with a lesson format appropriate to the level of thinking you want them to do. They have had time to focus on the subject and hear ideas from classmates. Topics—Ways we use averages in daily life, Potential problems with a flat income tax, Significant pieces of literature you've read, Causes of prejudice, Primary causes of erosion, Spanish words related to travel, Things I know about topic just studied[See 3.]
- **Sort Cards—**Sequence historical events or scientific processes, categorize, or sort to determine priorities by writing vocabulary/key words on 2x4" slips of paper. Students sort the cards into two categories and write the rationale for why they are in the selected category. This is an example of "list-group-label". Example: "The World of Plants" cold, harsh, needles, wind, animals, liverworts, simple leaves, opposite leaves, whorled leaves, tundra, etc. Students decide how to categorize. This leads to choice and thinking on higher levels.[See 3.]
- **Four-Box Synectics Review—**To help students summarize learning or to think divergently and creatively, ask students to name four inanimate objects with one having moving parts. Students then compare concept being studied to each of the four items. After pairs or small groups have created their analogies, ask them to share one or two they think best captures the essence of the item being discussed.[See 3.]

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A___ is like a ___ because_____. **A___ is like a ___ because_____.**
A___ is like a ___ because_____. **A___ is like a ___ because_____.**

- **Three Column Chart Exemplar**—Use a self-assessment so students can determine how to use their time and energy in preparing for chapter or unit exams. Sample: [See 3.]

Chemistry—1st Semester Objectives
The final exam consists of a lab practical and four questions. The lab practical will be given Friday and questions during final exam week. Questions focus on the big ideas from first semester: chemical reactions, heat, atomic structure, and Periodic Table. Use this self-assessment to determine how you should use your time to prepare for exam. You may use one page of prepared notes on the official note paper provided on the exam.

You should be able to:	I can	I think I can	I can't	
• **Use common lab equipment correctly**				
• **Make accurate measurements in the lab**				
• **Convert volume in ml to liters**				
• **Apply the ideas expressed in scientific laws (conservation of mass, energy, atoms, definite proportions, multiple proportions, periodic law, Le Chatelier's Principle**				
• **Write the formulas for common acids (hydrochloric, nitric, sulfuric)**				
• **Write and balance a reaction equation**				
Etc……..				

- **Change the Pace**— One way to create the illusion of speed is by using a variety of activities to accomplish your objective and moving from one to the other throughout the lesson. Changing topics every 15 minutes is distracting, confusing, and unproductive. Changing the format of the work every ten to fifteen minutes as topics are being mastered is productive. Possible start with a quick DO NOW focused on the lesson; move into a mini-lesson on the definition of what you are teaching; teach a short song to emphasize the content; guide students through three or four examples; direct class to engage in completing examples of content in a fun way so others can give them feedback; move to independent work to ensure they know how to do work prior to homework; wrap with a quick review of content; assess further with an exit ticket. Nothing should be more than 10 minutes regardless of the age. A good rule of thumb is age [See 4.] two[See 11.]attention span. Activities should move between active and passive. Either high or low energy levels can cause students to lose focus. [See 8.]

D. Using Assessment in Instruction
- **Practice 10:2 Theory**—Pause every ten minutes or so at logical stopping points and ask students to write reactions, work a problem, predict what will be next, etc. Write for two or three minutes before continuing so that thinking can be captured as students learn rather than waiting until the practice set, book, or article is finished. This ensures students are reflecting and thinking along and troubling spots can be resolved.[See 3.]
- **Jay McTighe** says assessments should follow five principles—Ensure that assessments serve learning; Use multiple measures; Align assessments to goals; Measure what matters; Ensure that assessments are fair and equitable.[See 6. and 9.]
- **Everybody Write**—When teachers pose questions that require students to think, they should give students a minute or two to think and to jot down thoughts expressed in words. That gives students confidence that their thoughts are organized to begin to answer difficult or in depth questions. Many students have to write to know what they think. Ideas emerge from notions through writing. Rigorous discussions and rigorous

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conclusions are developed by reflecting through writing first. **Better ideas emerge when students organize and think through short opportunities to write before** answering. [See 8.]

- **Reflections on My Week**—Develop a writing prompt that has topics such as: What I Learned This Week, How I Can Use It, Areas in Which I Am Making Progress, I Need to Improve In, My Goal for Next Week, and What I Enjoyed Most This Week. This should be used weekly to help students accomplish their goals and realize their growth. It can also be used with student data folders.[See 3.]
- **Three Column Charts**—To access prior knowledge through brainstorming, identify areas of student interest or concern, aid teacher in planning lessons or checking for understanding, track student learning throughout unit, identify areas for further student research/study, this strategy can be used prior to, during, or at the close of any unit of study and can be individually, in small groups, or as a class. All ideas are recorded in brainstorming and clarified during instruction. Possibilities (choose one line of 3 columns as topics): [See 3.]

What I Know	What I Want to Know	What I Learned
What I Know	**What I Now Know**	**What I Still Don't Know**
What I Know	**What I Don't Know**	**What I Wish I Knew**
Productive	**Somewhat Productive**	**Unproductive**
Most Important	**Somewhat Important**	**Not Important at All**
What?	**So What?**	**Now What?**
In Reading Vocabulary Use in Writing and in Discussion	**In Reading Vocabulary Can Read It, But Don't Use It**	**Never Hear of It/Never Saw It Before**

- **Exit Tickets**—To promote relevance, have students process and summarize learning, and surface misconceptions and confusion, exit tickets help students and teachers make timely adjustments to ensure learning is occurring each day. One example is 3-2-1. It can be created to match the kind or level of thinking you want students to do about material being studied.

> **3 most important events in this person's life**
> **2 questions you would ask this person if you could talk with him/her**
> **1 way in which you are like this person**

At end of discussion, reading, video or field trip

> **3 things that really interested you**
> **2 things you'd like to know more about**
> **1 idea that you will write about tonight in your journal**

For ELL after a video

> **3 important facts or events I would like to discuss**
> **2 questions I have about the video**
> **1 event similar to an event that happened in my country's history**

Or other stems might include:

When you get home, what will you tell your family you learned today?

Write one reason why today's lesson may help you in the future.

List as many occupations as you can that need the skills we practiced today.

Describe one thing you accomplished that you feel good about today.

Write one question you have related to the content studied/process used today.

Write one question that would be a good test question on this material. Write the answer on the back. [See 3.]

E. Demonstrating Flexibility and Responsiveness

- **Ratio**—The proportion of the cognitive work students do in your classroom is known as your Ratio. You do not complete problems at the board without input of your students to identify next step, to reinforce key terms, to add each column, or checking the work. Your goal is to give them the most practice possible to apply what they know as much as they can, to do all the work in solving sample problems as opposed to watching you solve sample problems. The participation ratio describes how much of the participating—answering, talking, writing—students do. The thinking ratio describes the level of thinking they are engaged in during the class. The thinking ratio gets more at the depth of the increased amounts of participating students do. Key methods are unbundling where you break questions into smaller parts to share the work to more students and force them to react to one another. Half-statements are expressing half an idea and ask a student to finish it. What's

next? Is the fastest way to double the number of questions students get to answer by asking about process as often as product. They can address how to solve a step and what step comes next. The hardest part is the one for the first step in any solution. Repeated examples are when teachers ask for another example especially one that is different from the first. It is even more rigorous when the teacher sets the terms for how the second will be different from the first. Rephrase or add on since second drafts are better than first drafts because some of the most rigorous thinking goes into making ideas more precise, specific, and rich. Whys and how's by asking why or how pushes more by forcing students to explain the thinking that solved or failed to solve the problem. Supporting evidence requires more cognitive work in supporting an opinion rather than holding one. Batch process occurs when the teacher steps out of the way and does not comment on and validate the student comments and allows a short series of student comments to be made directly following and in response to one another. Discussion objectives focus the discussion on the most productive and rigorous points. Before these ideas are put into action two considerations should be made by the teacher. Are students ready and do they have the tools to think independently and the increased amount of cognitive work should be given with constant and vigilant discipline in making that work focused and productive. [See 8.]

- **Check for Understanding/Do Something About It—**Seek constant opportunities to assess what students can do while the teacher is teaching and using that knowledge to inform what you do and how you do it. This is key in gathering data from students and doing something about it at that point rather than waiting till a later time to try to remedy lack of understanding or misunderstanding of concepts taught. [See 8.]
- **Every Minute Matters—**Reward students at the end of class with high-energy reviews. Keep a series of short learning activities ready so you're prepared when a two minute opportunity emerges. There are roughly twelve and a half hours of last few minutes during each class in each school year. Examples—What does it mean to be bound to do something? Can you use it in a sentence, John? Who would have been bound to the land in a Middle Ages town? What are you bound to be doing right now? [See 8.]

Domain 4: Professional Responsibilities

A. Reflecting on Teaching

- Reflecting on Teaching has two elements—accuracy and use in future teaching. In order to get to the distinguished level, teachers should prompt students to reflect on what they've learned and use the reflections to assess the lesson's effectiveness. A proficient teacher assesses the results of instructional activities and determines whether they were effective in achieving the desired outcomes. Distinguished behavior also includes the teacher's identification of specific learning standards that students mastered and those that will need to be reinforced with additional instruction and practice. Specific evidence must be the basis of the decisions. [See 1.]
- A teacher might ask students to record information in a learning log or as a bell ringer to assist in their understanding of prior areas of difficulty so the teacher can reflect on the students' work. "Choose a word from the board and explain this tem or concept in your log." "Think about the essential question on the board. Respond to the question in your log. Example: Based on our understanding of ___, what connections can we make to our own lives?" "Develop and write two questions that can be answered based on last night's homework." [See 1.]
- After a lesson the teacher analyzes student reflections to determine whether to move forward or to provide additional assistance—"Summarize what you learned about____." "What questions do you still have?" "How did you contribute to the group activity today?" "What aspect of today's lesson supported your learning?" [See 1.]
- Reflecting on professional reading or a professional development experience can also be important for growth. "The quotes that really struck me are… What I learned has implications for me because… I wonder… This information connects with what I already knew because… To summarize, I learned… I could use this new learning to…" [See 1.]
- Teachers can assess various aspects of a lesson by developing a chart showing goals, activities, and materials used, grouping of students, pace of the lesson, etc. They can reflect on the various components through a continuum on its success. How do you know? Evidence? What could have been done differently? Why might this be better for at least some students? [See 1.]

B. Maintaining Accurate Records

- To keep track of non-instructional records and to plan how to adapt the strategies for the classroom, a file or form could be created to cite whether these items are included and where they are. Opening of School Year File—class rules and procedures; list of school supplies students need; seating chart; welcome letter to the students and parents; icebreaker activities, inventories, and journal ideas for the first day of school. Student Files—copies of notes sent home to parents, conference notes, behavior contracts, any special health requirements. Faculty Files—school memos, faculty handbook, staff addresses and phone numbers, school calendar. Field Trip File—field trip brochures, contact names and phone numbers, bus information maps, prices from various past and possible visits, class list. Volunteer File—student list, seating chart list of tasks to complete, general guidelines for volunteers, thank you note to volunteers. Substitute File—seating chart, class rules, name and location of colleague nearby, specials and break times, lesson plans for the day, emergency procedures, extra worksheets, the location of supplies, and allergies of students. [See 1.]
- A calendar is provided of assignments for the month. Spaces are included for students to record when they turned in assignments and when teachers returned them. A date stamp can also be used for students to mark their assignments with date of completion when they turn them in. Teacher maintains an up-to-date list of assignments that students haven't turned in and posts for students to access either in the classroom or on the website. [See 1.]

C. **Communicating with Families**
   - Newsletters, parent/teacher conferences, web sites, monthly schedules, on-line grade books, summer assignment newsletters, etc. provide current information to parents. [See 1.]
   - Students can complete a "Homework Success" report each Friday listing missing assignments for the week and successful areas of growth. Parents sign and return on Monday. [See 1.]
   - Prior to parent/teacher conferences, students self-assess their strengths and areas for growth. They write two goals they want to work toward. Students can present their reflection and goals for the rest of the school year. Students can participate in the conference or the teacher can convey what the student has written. [See 1.]
   - Form letters communicate information to parents through a checklist about behavior, work and attitude, and suggested actions for parent covering a wide range of possible actions. Parents may sign to ensure they have seen the information. [See 1.]
   - Communications are modified to meet the cultural or native languages of parents ensure that the information is truly being communicated. [See 1.]
   - Telephone parents to involve them in solving issues with their children. Some strategies to make this easier are: use contact information you collected from students instead of searching database records in the office; plan what you want to say and what information the parent needs to know so you can work together to solve the problem; find a phone at school where you can make the call with at least some privacy and where you are not likely to be interrupted; be sure to have a pen and notes you have made about the situation with you; don't hesitate to call a parent at work. Be careful not to reveal too many details to the parent's colleagues. Protecting their privacy show respect for parents, making it more likely that they will be cooperative when you ask for their help; if parents are at work, ask if they can set aside their work to listen; remember that the purpose of the phone call is not to allow you to vent your frustration on the parent but to solve a problem by working with the parent; begin with a positive statement about the students, and say that you would like to enlist the parent's help in solving a problem; be very specific about the problem; state what you have done to correct the problem specifically and give the result of your action ask for parents' help. Listen while parents explain what they know about the situation. Make sure to listen carefully and clarify any points you do not understand; never lose sight of the fact that you and the parent are working together to solve the problem. A team approach is the best one to take.; finish the call with a positive statement expressing your appreciation that a solution has been devised; before you go on to your next task, document the call. Complete a contact log sheet so that you have a record of the conversation and what each party decided to do. [See 13.]

D. **Participating in a Professional Community**
   - Teacher participates as a member of the professional development team; collaboratively works with colleagues to develop and implement new ideas; engages in analysis, reflection, discussion, and debate with the intent to improve instructional practice; interacts with grade-level or department colleagues on a regular basis, discussing how to improve instruction for all students; leads an after-school book study to assist colleagues in planning to meet an identified student need; creates an area on school web site where teachers

can post effective classroom strategies, etc.; conducts action research in classroom to determine areas of student need; participates in a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students; develops a needs assessment to address professional development areas for annual focus; facilitates professional development for colleagues; participates in back-to-school night and prepares handout, explaining curriculum to be taught; attends parent-teacher association meetings and shares ideas for possible annual focus; assists at school events such as food drives or school Olympics; chaperones field trips for various student groups throughout the year; serves as a club sponsor and coordinates its annual fundraising event; and/or coordinates community service program involving students .

E. **Growing and Developing Professionally**
- Teacher checks assessment results and adjusts instruction according to research-based practices; works with colleagues to design benchmark assessments to measure how students demonstrate their understanding of skills and strategies taught; works in collaborative teams to examine how lessons align with state learning standards mapped in curriculum; seeks better, more effective ways to help students; develops a schedule for colleagues in a team or department to visit each other's classrooms; attends professional development activities and shares implementation strategies with colleagues; leads a study group with colleagues; invites a supervisor and colleagues into his classroom to observe and provide feedback; videotapes her practice and asks colleagues and supervisors for feedback about a specific goal; responds to observation feedback from supervisors or colleagues to improve teaching and learning; participates in collaborative examination of student work to improve instruction and student learning; serves as a cooperating teacher for student teachers or a mentor for new teachers; serves as a district level trainer to deliver professional development related to content and pedagogy; or attends university classes related to her content area. [See 1.]
- Use the 5 Rs when selecting professional development. RIGOR: Does it challenge me to examine my practice? Does it help me discover how I might improve as a professional? RESEARCH and RELEVANCE: Is it connected to my needs as a professional and the needs of my students? Is it connected to my school wide mission and goals? Does it offer an opportunity to examine my specific teaching situation? REFLECTIVE: Does it foster reflective practice? Will I have the opportunity to interact with others and get feedback on my learning? RESPONSIVENESS: Is it available and convenient? Does it engage me as a learner? Does the instructor take into account my learning needs and teaching context? RESULTS: Has the achievement of my students been impacted by this learning experience? [See 11.]

F. **Showing Professionalism**
- Teacher implements methods that ensure that student records, test scores, anecdotal comments, and student progress are kept private and confidential; is careful not to betray confidences about colleagues; maintains scrupulous records for collection of money from students and seeks to improve the system; refers students in need to a peer mentoring program; quietly donates clothing or supplies to students; organizes after-school homework club with student volunteers and colleagues to provide support throughout the week; and/or arranges for a panel of experts from the community to speak at faculty meetings or conferences to help with the special needs of students. [See 1.]
- Teacher dresses appropriately for school setting; is consistent and on time in completing and submitting required reports and paperwork; is on time in attendance at team and faculty meetings; abides by district regulations about photographing or videotaping students; and/or organizes a district team to address violations of school policies by students. [See 1.]
- Teacher actively advocates for students within the district, through community services, and broader agencies. The challenge of negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school is the responsibility of professional educators [Research bullying, present to faculty, and develop new interventions to ensure students are protected]. [See 1.]
- Teachers who think professionally act as leaders. Effective leaders have a vision for achievement; set a good example; have the interpersonal skills necessary to guide a team of colleagues; motive and inspire other toward mutual goals; remain focused on goals; implement deadlines and achieve milestones; mediate conflicts between individuals and among divided groups; recognize the importance of proper knowledge and skills and facilitate training; share information and mentor younger and less-experienced team members; are well-prepared, passionate and persevering.

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What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new questions do I have?