Appendix A

Teacher Domain 1

Observational Protocol (Long Form)

## Lesson Segments Involving Routine Events

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

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

| Scale               |                               |  |                                       | -                       |                                 |
|---------------------|-------------------------------|--|---------------------------------------|-------------------------|---------------------------------|
|                     | Innovating                    | Applying   | Developing                            | Beginning               | Not Using                       |
|                     | (4)                           | (3)  | (2)                                   | (1)                     | (0)                             |
| Providing           | Adapts and                    | Provides a   | Provides a                            | Uses                    | Strategy was                    |
| clear<br>learning   | creates new<br>strategies for | clearly stated<br>learning goal  | clearly stated<br>learning goal       | strategy<br>incorrectly | called for but<br>not exhibited |
| goals and scales to | unique<br>student needs       | accompanied<br>by a scale or   | accompanied<br>by a scale or          | or with parts missing   |                                 |
| measure             | and situations                | rubric that  | rubric that                           | 8                       |                                 |
| those goals         |                               | describes levels<br>of performance<br>and monitors<br>students<br>understanding<br>of the learning<br>goal and the | describes<br>levels of<br>performance |                         |                                 |
|                     |                               | levels of performance  |                                       |                         |                                 |

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

© 2011 Robert J. Marzano

| 2. Tracking St   | udent Progress          |                        |  |        |           |                |
|------------------|-------------------------|------------------------|--|--------|-----------|----------------|
| The teacher fac  | ilitates tracking of    | of student             | Notes  |        |           |                |
| progress on one  | e or more learnin       | g goals using a        |  |        |           |                |
|                  | bach to assessme        |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  |        |           |                |
|                  |                         |                        |  | Γ      | O Innov   | vating (4)     |
|                  |                         |                        |  |        | O Apply   | •              |
|                  |                         |                        |  |        |           | loping (2)     |
|                  |                         |                        |  |        |           | ning(1)        |
|                  |                         |                        |  |        | -         | Using (0)      |
|                  |                         |                        |  |        |           | Applicable     |
| Teacher Evidence |                         |                        | Student Evide                                  | nce    |           |                |
|                  | os student track tl     | neir individual        | □ When asked.                                  |        | ts can de | scribe their   |
| progress on the  |                         |                        | status relative to the learning goal using the |        |           |                |
|                  | s formal and info       | rmal means to          | scale or rubric                                |        |           |                |
| assign scores to | students on the         | scale or rubric        | □ Students systematically update their status  |        |           |                |
| -                | nt status on the le     |                        | on the learning                                |        | •         |                |
| Teacher char     | rts the progress o      | f the entire           |  | -      |           |                |
| class on the lea | rning goal              |                        |  |        |           |                |
| Scale            |                         |                        |  |        |           |                |
|                  | Innovating              | Applying               | Developing                                     | Begi   | nning     | Not Using      |
|                  | (4)                     | (3)                    | (2)  | (      | 1)        | (0)            |
| Tracking         | Adapts and              | Facilitates            | Facilitates                                    | Uses s | trategy   | Strategy was   |
| student          | creates new             | tracking of            | tracking of                                    |        | ectly or  | called for but |
| progress         | strategies for          | student                | student  | with p |           | not exhibited  |
|                  | unique<br>student needs | progress<br>using a    | progress<br>using a                            | missin | g         |                |
|                  | and situations          | formative              | formative                                      |        |           |                |
|                  |                         | approach to            | approach to                                    |        |           |                |
|                  |                         | assessment             | assessment                                     |        |           |                |
|                  |                         | and monitors           |  |        |           |                |
|                  |                         | the extent to          |  |        |           |                |
|                  |                         | which                  |  |        |           |                |
|                  |                         | students<br>understand |  |        |           |                |
|                  |                         | their level of         |  |        |           |                |
|                  |                         | performance            |  |        |           |                |

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

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

© 2011 Robert J. Marzano

| 4. Establishing  | g Classroom Rou  | utines  |  |  |   |
|--|--|---|--|--|---|
| The teacher rev  | g Classroom Rou<br>views expectation<br>dures to ensure t                                | is regarding  | Notes  | <ul> <li>Apply</li> <li>Devel</li> <li>Begin</li> <li>Not U</li> </ul> | loping (2)<br>ming (1)<br>Jsing (0)             |
| Teacher Evidence         Teacher involves students in designing         classroom routines         Teacher uses classroom meetings to review         and process rules and procedures         Teacher reminds students of rules and         procedures         Teacher asks students to restate or explain         rules and procedures         Teacher provides cues or signals when a         rule of procedure should be used |  |   | <ul> <li>Not Using (0)</li> <li>Not Applicable</li> <li>Student Evidence</li> <li>Students follow clear routines during class</li> <li>When asked, students can describe</li> <li>established rules and procedures</li> <li>When asked, students describe the</li> <li>classroom as an orderly place</li> <li>Students recognize cues and signals by the</li> <li>teacher</li> <li>Students regulate their own behavior</li> </ul> |  |   |
| Scale  | <b>.</b>   |   |  | <b>D</b> • •   | <b>NT / TT •</b>                                |
|  | Innovating<br>(4)  | Applying<br>(3)   | Developing (2)   | Beginning (1)  | Not Using<br>(0)                                |
| Establishing<br>classroom<br>routines  | Adapts and<br>creates new<br>strategies for<br>unique<br>student needs<br>and situations | Establishes<br>and reviews<br>expectations<br>regarding<br>rules and<br>procedures<br>and monitors<br>the extent to<br>which<br>students<br>understand<br>the rules and<br>procedures | Establishes<br>and reviews<br>expectations<br>regarding<br>rules and<br>procedures   | Uses strategy<br>incorrectly or<br>with parts<br>missing               | Strategy was<br>called for but<br>not exhibited |

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

| 5. Organizing           | 5. Organizing the Physical Layout of the Classroom for Learning |                            |  |                           |                                 |  |
|-------------------------|---|----------------------------|--|---------------------------|---------------------------------|--|
| The teacher org         | anizes the physic   | cal layout of              | Notes  |                           |                                 |  |
| the classroom te        | o facilitate move   | ment and focus             |  |                           |                                 |  |
| on learning.            |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           |                                 |  |
|                         |   |                            |  |                           | · (A)                           |  |
|                         |   |                            |  |                           | vating (4)                      |  |
|                         |   |                            |  |                           | ying $(3)$                      |  |
|                         |   |                            |  |                           | eloping (2)                     |  |
|                         |   |                            |  | _                         | nning (1)<br>Using (0)          |  |
|                         |   |                            |  |                           | Applicable                      |  |
| Teacher Fyide           | Teacher Evidence  |                            |  |                           |                                 |  |
|                         | l layout of the cla   | assroom has                | Student Evidence<br>Students move easily about the classroom |                           |                                 |  |
| clear traffic pat       | •   |                            | ☐ Students make use of materials and learning                |                           |                                 |  |
| -                       | l layout of the cla   | assroom                    | centers  |                           |                                 |  |
|                         | ccess to material   |                            | ☐ Students attend to examples of their work                  |                           |                                 |  |
| -                       | m is decorated in   |                            | that are displayed   |                           |                                 |  |
| enhances stude          |   | -                          | □ Students attend to information on the                      |                           |                                 |  |
|                         | boards relate to  | current content            | bulletin boards  |                           |                                 |  |
| • Student               | s work is display   | ed                         | □ Students can   | easily focus on           | instruction                     |  |
| Scale                   |   |                            |  |                           |                                 |  |
|                         | Innovating  | Applying                   | Developing   | Beginning                 | Not Using                       |  |
|                         | (4)   | (3)                        | (2)  | (1)                       | (0)                             |  |
| Organizing              | Adapts and  | Organizes the              | Organizes the  | Uses strategy             | Strategy was                    |  |
| the physical            | creates new   | physical                   | physical   | incorrectly or with parts | called for but<br>not exhibited |  |
| layout of the classroom | strategies for<br>unique  | layout of the classroom to | layout of the classroom to                                   | with parts<br>missing     | not exinutied                   |  |
| for learning            | student needs   | facilitate                 | facilitate   | mooning                   |                                 |  |
| 8                       | and situations  | movement                   | movement   |                           |                                 |  |
|                         |   | and focus on               | and focus on   |                           |                                 |  |
|                         |   | learning and               | learning   |                           |                                 |  |
|                         |   | monitors the impact of the |  |                           |                                 |  |
|                         |   | environment                |  |                           |                                 |  |
|                         |   | on student                 |  |                           |                                 |  |
|                         |   | learning                   |  |                           |                                 |  |

## Lesson Segments Addressing Content

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

| 1. Identifying                               | Critical Informa      | ation            |  |                   |               |
|--|-----------------------|------------------|--|-------------------|---------------|
| The teacher identifies a lesson or part of a |                       |                  | Notes  |                   |               |
| lesson as involv                             | ving important in     | formation to     |  |                   |               |
| which students                               | should pay partie     | cular attention. |  |                   |               |
|  |                       |                  |  |                   |               |
|  |                       |                  |  |                   |               |
|  |                       |                  |  | <b>O</b> Innov    | ating (4)     |
|  |                       |                  |  | O Apply           | ving (3)      |
|  |                       |                  |  | O Devel           | oping (2)     |
|  |                       |                  |  | O Begin           | ning (1)      |
|  |                       |                  |  | O Not U           | Using (0)     |
|  |                       |                  |  | O Not A           | pplicable     |
| <b>Teacher Evide</b>                         | nce                   |                  | Student Evide                                      | nce               |               |
| Teacher begi                                 | ins the lesson by     | explaining       | $\Box$ When asked, students can describe the level |                   |               |
| why upcoming                                 | content is impor      | tant             | of importance of the information addressed in      |                   |               |
| Teacher tells                                | s students to get r   | eady for some    | class  |                   |               |
| important infor                              | mation                |                  | □ When asked                                       | , students can ex | plain why the |
| Teacher cues                                 | s the importance      | of upcoming      | content is important to pay attention to           |                   |               |
| information in s                             | some indirect fas     | hion             | □ Students visibly adjust their level of           |                   |               |
| • Tone of voice                              |                       |                  | engagement   |                   |               |
| Body position                                |                       |                  |  |                   |               |
| Level of                                     | • Level of excitement |                  |  |                   |               |
| Scale  |                       |                  | ·  |                   |               |
|  | Innovating            | Applying         | Developing   | Beginning         | Not Using     |
|  |                       |                  |  |                   | (0)           |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

© 2011 Robert J. Marzano

| 2. Organizing     | Students to Inte        | ract with New I       | Knowledge                                    |                   |                |
|-------------------|-------------------------|-----------------------|--|-------------------|----------------|
| The teacher org   | anizes students i       | nto small             | Notes  |                   |                |
| groups to facilit | tate the processin      | ng of new             |  |                   |                |
| information.      |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   |                |
|                   |                         |                       |  |                   | ovating (4)    |
|                   |                         |                       |  |                   | olying (3)     |
|                   |                         |                       |  |                   | eloping (2)    |
|                   |                         |                       |  | -                 | inning (1)     |
|                   |                         |                       |  |                   | Using (0)      |
|                   |                         |                       |  |                   | Applicable     |
| Teacher Evide     |                         |                       | Student Evide                                |                   |                |
|                   | established routi       |                       | □ Students move to groups in an orderly      |                   |                |
|                   | udent interaction       |                       | fashion                                      |                   |                |
| -                 | anizes students in      | to ad hoc             | □ Students appear to understand expectations |                   |                |
| groups for the l  | esson                   |                       | about appropriate behavior in groups         |                   |                |
| • Dyads           |                         |                       | Respect opinions of others                   |                   |                |
| • Triads          |                         |                       | • Add their perspective to discussions       |                   |                |
| • Small g         | roups up to abou        | t 5                   | Ask and                                      | l answer question | ns             |
| Scale             |                         |                       |  |                   |                |
|                   | Innovating              | Applying              | Developing                                   | Beginning         | Not Using      |
|                   | (4)                     | (3)                   | (2)  | (1)               | (0)            |
| Organizing        | Adapts and              | Organizes             | Organizes                                    | Uses strategy     | Strategy was   |
| students to       | creates new             | students into         | students into                                | incorrectly or    | called for but |
| interact with     | strategies for          | small groups          | small groups                                 | with parts        | not exhibited  |
| new               | unique<br>student needs | to facilitate         | to facilitate                                | missing           |                |
| knowledge         | and situations          | the processing of new | the processing of new                        |                   |                |
|                   |                         | knowledge             | knowledge                                    |                   |                |
|                   |                         | and monitors          |  |                   |                |
|                   |                         | group                 |  |                   |                |
|                   |                         | processing            |  |                   |                |

| 3. Previewing                              | New Content             |                             |  |                        |                  |
|--|-------------------------|-----------------------------|--|------------------------|------------------|
| The teacher eng                            | gages students in       | activities that             | Notes                                    |                        |                  |
| help them link                             | what they alread        | y know to the new           |  |                        |                  |
| content about t                            | o be addressed an       | nd facilitates these        |  | <b>O</b> Inno          | vating (4)       |
| linkages.                                  |                         |                             |  | O Appl                 | lying (3)        |
|  |                         |                             |  |                        | eloping (2)      |
|  |                         |                             |  |                        | nning (1)        |
|  |                         |                             |  | O Not                  | Using (0)        |
|  |                         |                             |  | O Not .                | Applicable       |
| <b>Teacher Evide</b>                       | ence                    |                             | Student Evide                            | ence                   |                  |
| □ Teacher use                              | s preview questic       | on before reading           | □ When asked                             | l, student can e       | explain linkages |
| □ Teacher use                              | s K-W-L strategy        | or variation of it          | with prior know                          | wledge                 |                  |
| Teacher asks or reminds students what they |                         |                             | □ When asked                             | l, students mak        | te predictions   |
| already know about the topic               |                         |                             | about upcomin                            | ig content             |                  |
| Teacher pro                                | vides an advance        | d organizer                 | □ When asked, students can provide a     |                        |                  |
| • Outline                                  |                         |                             | purpose for what they are about to learn |                        |                  |
| Graphic                                    | e organizer             |                             | □ Students actively engage in previewing |                        |                  |
| <b>T</b> eacher has                        | students brainsto       | orm                         | activities                               |                        |                  |
| Teacher use                                | s anticipation gui      | de                          |  |                        |                  |
| Teacher use                                | s motivational ho       | ok/launching                |  |                        |                  |
| activity                                   |                         |                             |  |                        |                  |
| Anecdo                                     | otes                    |                             |  |                        |                  |
| • Short se                                 | election from vid       | eo                          |  |                        |                  |
| Teacher use                                | s word splash act       | ivity to connect            |  |                        |                  |
| vocabulary to u                            | pcoming content         | t                           |  |                        |                  |
| Scale                                      |                         |                             |  |                        |                  |
|  | Innovating              | Applying                    | Developing                               | Beginning              | Not Using        |
|  | (4)                     | (3)                         | (2)                                      | (1)                    | (0)              |
| Previewing                                 | Adapts and              | Engages                     | Engages                                  | Uses                   | Strategy was     |
| new content                                | creates new             | students in                 | students in                              | strategy               | called for but   |
|  | strategies for          | learning<br>activities that | learning activities that                 | incorrectly<br>or with | not exhibited    |
|  | unique<br>student needs | require them to             | require them                             | parts                  |                  |
|  | and situations          | preview and link            | to preview                               | missing                |                  |
|  |                         | 1                           |  | 6                      | 1                |

new knowledge

to what has been

addressed and monitors the

and link new

knowledge to what has

been

| 4. Chunking C         | Content into "Dig        | gestible Bites"            |   |                       |                |  |
|-----------------------|--------------------------|----------------------------|---|-----------------------|----------------|--|
|                       | nt needs, the teac       |                            | Notes   |                       |                |  |
| content into sm       | all chunks (i.e., c      | digestible bites)          |   |                       |                |  |
|                       | that can be easily       | -                          |   |                       |                |  |
| students.             |                          | 1 2                        |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       |                |  |
|                       |                          |                            |   |                       | vating (4)     |  |
|                       |                          |                            |   | O Appl                | ying (3)       |  |
|                       |                          |                            |   | O Deve                | eloping (2)    |  |
|                       |                          |                            |   | O Begi                | nning (1)      |  |
|                       |                          |                            |   | O Not                 | Using (0)      |  |
|                       |                          |                            |   | O Not 2               | Applicable     |  |
| Teacher Evide         | Teacher Evidence         |                            |   | Student Evidence      |                |  |
| Teacher stop          | os at strategic poi      | nts in a verbal            | $\Box$ When asked, students can explain why the |                       |                |  |
| presentation          |                          |                            | teacher is stopping at various points           |                       |                |  |
| □ While playin        | ng a video tape, tl      | he teacher turns           | □ Students appear to know what is expected of   |                       |                |  |
| the tape off at k     | ey junctures             |                            | them when the teacher stops at strategic points |                       |                |  |
| □ While provid        | ding a demonstra         | tion, the                  |   |                       |                |  |
| teacher stops at      | strategic points         |                            |   |                       |                |  |
| □ While stude         | nts are reading in       | formation or               |   |                       |                |  |
| stories orally as     | s a class, the teach     | her stops at               |   |                       |                |  |
| strategic points      |                          |                            |   |                       |                |  |
| Scale                 |                          |                            |   |                       |                |  |
|                       | Innovating               | Applying                   | Developing                                      | Beginning             | Not Using      |  |
|                       | (4)                      | (3)                        | (2)   | (1)                   | (0)            |  |
| Chunking              | Adapts and               | Breaks input               | Breaks input                                    | Uses strategy         | Strategy was   |  |
| content into          | creates new              | experiences                | experiences                                     | incorrectly or        | called for but |  |
| "digestible<br>bites" | strategies for<br>unique | into small<br>chunks based | into small<br>chunks based                      | with parts<br>missing | not exhibited  |  |
| DICS                  | student needs            | on student                 | on student                                      | missing               |                |  |
|                       | and situations           | needs and                  | needs   |                       |                |  |
|                       |                          | monitors the               |   |                       |                |  |
|                       |                          | extent to                  |   |                       |                |  |
|                       |                          | which chunks               |   |                       |                |  |
|                       |                          | are                        |   |                       |                |  |
| 1                     | 1                        | appropriate                | 1   | 1                     |                |  |

| 5. Group Processing of New In          | formation     |  |                   |                 |
|--|---------------|--|-------------------|-----------------|
| During breaks in the presentation      | n of content, | Notes  |                   |                 |
| the teacher engages students in a      | actively      |  |                   |                 |
| processing new information.            |               |  |                   |                 |
|  |               |  |                   |                 |
|  |               |  |                   |                 |
|  |               |  |                   |                 |
|  |               |  |                   |                 |
|  |               |  |                   | vating (4)      |
|  |               |  | O Appl            | -               |
|  |               |  |                   | loping (2)      |
|  |               |  | O Begin           | nning (1)       |
|  |               |  | O Not U           | Using (0)       |
|  |               |  | O Not A           | Applicable      |
| Teacher Evidence                       |               | Student Evide  | nce               |                 |
| □ Teacher has group members s          | summarize new | □ When asked,  | , students can ex | plain what they |
| information                            |               | have just learne   | ed                |                 |
| □ Teacher employs formal grou          | p processing  | □ Students vol   | unteer predictio  | ns              |
| strategies                             |               | □ Students vol   | untarily ask clar | ification       |
| • Jigsaw                               |               | questions  | ·                 |                 |
| Reciprocal teaching                    |               | Groups are a   | ctively discussi  | ng the content  |
| <ul> <li>Concept attainment</li> </ul> |               | -  | nembers ask ead   | -               |
| - Concept attainment                   |               | -  |                   | the information |
|  |               |  | -                 |                 |
|  |               | Group members make predictions     about what they expect next |                   |                 |
| Scale                                  |               | about w  |                   | полі            |
| Innovating                             | Annlying      | Developing   | Reginning         | Not Using       |

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

| 6. Elaborating     | on New Inform                   | ation                      |   |            |     |                |
|--------------------|---------------------------------|----------------------------|---|------------|-----|----------------|
| -                  | s questions or er               |                            | Notes   |            |     |                |
| in activities that | t require elaborat              | tive inferences            |   |            |     |                |
|                    | what was explicit               |                            |   |            |     |                |
|                    | Ĩ                               |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     |                |
|                    |                                 |                            |   |            |     | vating (4)     |
|                    |                                 |                            |   |            |     | lying (3)      |
|                    |                                 |                            |   |            |     | eloping (2)    |
|                    |                                 |                            |   |            | -   | inning (1)     |
|                    |                                 |                            |   |            |     | Using (0)      |
|                    |                                 |                            |   |            | Not | Applicable     |
| Teacher Evide      |                                 | ng that no arrive          | Student Evidence  |            |     |                |
|                    | s explicit question             | -                          | □ Students volunteer answers to inferential                 |            |     |                |
| the content        | e elaborative inf               | erences about              | questions   |            |     |                |
|                    | s students to expl              | ain and defend             | ☐ Students provide explanations and "proofs" for inferences |            |     |                |
| their inferences   | _                               |                            | 101 milerences  |            |     |                |
|                    | sents situations o              | r problems that            |   |            |     |                |
| require inference  |                                 | proofenis unu              |   |            |     |                |
| Scale              |                                 |                            |   |            |     |                |
|                    | Innovating                      | Applying                   | Developing  | Beginni    | ing | Not Using      |
|                    | (4)                             | (3)                        | (2)   | (1)        | 0   | (0)            |
| Elaborating        | Adapts and                      | Engages                    | Engages   | Uses strat | egy | Strategy was   |
| on new             | creates new                     | students in                | students in   | incorrectl | -   | called for but |
| information        | strategies for                  | answering                  | answering   | with parts | 5   | not exhibited  |
|                    | unique                          | inferential                | inferential   | missing    |     |                |
|                    | student needs<br>and situations | questions and monitors the | questions   |            |     |                |
|                    | and situations                  | extent to                  |   |            |     |                |
|                    |                                 | which                      |   |            |     |                |
|                    |                                 | students                   |   |            |     |                |
|                    |                                 | elaborate on               |   |            |     |                |
|                    |                                 | what was                   |   |            |     |                |
|                    |                                 | explicitly<br>taught       |   |            |     |                |
|                    |                                 | taught                     |   |            |     |                |

| 7. Recording and Representing Knowledge         |  |                        |  |
|---|--|------------------------|--|
| The teacher engages students in activities that | Notes                                    |                        |  |
| help them record their understanding of new     | O Innovating (4)                         |                        |  |
| content in linguistic ways and/or represent the |  | O Applying (3)         |  |
| content in nonlinguistic ways.                  |  | O Developing (2)       |  |
|   |  | <b>O</b> Beginning (1) |  |
|   |  | O Not Using (0)        |  |
|   |  | O Not Applicable       |  |
| Teacher Evidence                                | Student Evidence                         |                        |  |
| Teacher asks students to summarize the          | □ Students' summaries and notes include  |                        |  |
| information they have learned                   | critical content                         |                        |  |
| Teacher asks students to generate notes that    | □ Students' nonlinguistic representation |                        |  |
| identify critical information in the content    | include critical content                 |                        |  |
| Teacher asks students to create nonlinguistic   | □ When asked, students can explain main  |                        |  |
| representations for new content                 | points of the lesson                     |                        |  |
| Graphic organizers                              |  |                        |  |
| • Pictures                                      |  |                        |  |
| Pictographs                                     |  |                        |  |
| • Flow charts                                   |  |                        |  |
| □ Teacher asks students to create mnemonics     |  |                        |  |
| that organize the content                       |  |                        |  |
| Scale   | 1  |                        |  |

|   | Innovating  | Applying  | Developing   | Beginning   | Not Using  |
|---|---|---|--|---|--|
|   | (4)   | (3)   | (2)  | (1)   | (0)  |
| Recording<br>and<br>representing<br>knowledge | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs<br>and situations | (3)<br>Engages<br>students in<br>activities that<br>help them<br>record their<br>understanding<br>of new<br>content in<br>linguistic<br>ways and/or in<br>nonlinguistic<br>ways and<br>monitors the<br>extent to<br>which this<br>enhances<br>students' | (2)<br>Engages<br>students in<br>activities that<br>help them<br>record their<br>understanding<br>of new<br>content in<br>linguistic<br>ways and/or<br>in<br>nonlinguistic<br>ways | (1)<br>Uses strategy<br>incorrectly or<br>with parts<br>missing | (0)<br>Strategy was<br>called for but<br>not exhibited |
|   |   | understanding   |  |   |  |

| 8. Reflecting o      | n Learning                 |                        |  |                      |              |                                 |
|----------------------|----------------------------|------------------------|--|----------------------|--------------|---------------------------------|
| <u> </u>             | gages students in          | activities that        | Notes  |                      |              |                                 |
| help them refle      | ct on their learning       | ng and the             |  |                      |              |                                 |
| learning proces      | s.                         | -                      |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      |              |                                 |
|                      |                            |                        |  |                      | <b>O</b> Inr | ovating (4)                     |
|                      |                            |                        |  |                      | O Ap         | plying (3)                      |
|                      |                            |                        |  |                      |              | veloping (2)                    |
|                      |                            |                        |  |                      | O Be         | ginning (1)                     |
|                      |                            |                        |  |                      | O No         | t Using (0)                     |
|                      |                            |                        |  |                      | O No         | t Applicable                    |
| <b>Teacher Evide</b> | Teacher Evidence           |                        |  | nce                  |              |                                 |
| Teacher asks         | s students to state        | e or record            | □ When asked, students can explain what they |                      |              | plain what they                 |
| what they are c      | lear about and w           | hat they are           | are clear about and what they are confused   |                      |              |                                 |
| confused about       |                            |                        | about  |                      |              |                                 |
| Teacher asks         | s students to state        | e or record how        | □ When asked, students can describe how hard |                      |              |                                 |
| hard they tried      |                            |                        | they tried                                   |                      |              |                                 |
|                      | s students to state        |                        | □ When asked, students can explain what they |                      |              |                                 |
|                      | t have done to en          | nhance their           | could have don                               | e to enhar           | nce thei     | r learning                      |
| learning             |                            |                        |  |                      |              |                                 |
| Scale                |                            |                        |  |                      |              |                                 |
|                      | Innovating                 | Applying               | Developing                                   | Begin                | -            | Not Using                       |
|                      | (4)                        | (3)                    | (2)  | (1)                  |              | (0)                             |
| Reflecting on        | Adapts and                 | Engages<br>students in | Engages<br>students in                       | Uses stra            |              | Strategy was                    |
| learning             | creates new strategies for | reflecting on          | reflecting on                                | incorrec<br>with par | •            | called for but<br>not exhibited |
|                      | unique                     | their own              | their own                                    | missing              |              | not exhibited                   |
|                      | student needs              | learning and           | learning and                                 |                      |              |                                 |
|                      | and situations             | the learning           | the learning                                 |                      |              |                                 |
|                      |                            | process and            | process                                      |                      |              |                                 |
|                      |                            | monitors the extent to |  |                      |              |                                 |
|                      |                            | which                  |  |                      |              |                                 |
|                      |                            | students self-         |  |                      |              |                                 |
|                      |                            | assess their           |  |                      |              |                                 |
|                      |                            | understanding          |  |                      |              |                                 |
|                      |                            | and effort             |  |                      |              |                                 |

| 9. Reviewing    | 9. Reviewing Content |                 |   |                  |                         |
|-----------------|----------------------|-----------------|---|------------------|-------------------------|
| The teacher en  | gages students in    | a brief review  | Notes   |                  |                         |
| of content that | highlights the cri   | itical          |   |                  |                         |
| information.    | information.         |                 |   |                  | unting (1)              |
|                 |                      |                 |   |                  | vating (4)              |
|                 |                      |                 |   |                  | ying (3)<br>cloping (2) |
|                 |                      |                 |   |                  | nning $(1)$             |
|                 |                      |                 |   | 0                | 0                       |
|                 |                      |                 |   |                  | Using (0)               |
| Teacher Evid    |                      |                 | Student Evide   |                  | Applicable              |
|                 |                      | th a briaf      |   |                  | ariba tha               |
| review of cont  | gins the lesson wi   | ui a brief      | □ When asked, students can describe the   |                  |                         |
|                 |                      | ias to marriany | previous content on which new lesson is based<br>☐ Student responses to class activities indicate |                  |                         |
| information     | es specific strategi | les to review   | that they recall previous content   |                  |                         |
|                 |                      |                 | that they recall  | previous content |                         |
| Summa           | •                    |                 |   |                  |                         |
|                 | n that must be so    | lved using      |   |                  |                         |
| 1               | is information       | •               |   |                  |                         |
|                 | ons that require a   | review of       |   |                  |                         |
| content         |                      |                 |   |                  |                         |
|                 | stration             |                 |   |                  |                         |
| -               | ractice test or exe  | ercise          |   |                  |                         |
| Scale           |                      | 1               |   |                  |                         |
|                 | Innovating           | Applying        | Developing  | Beginning        | Not Using               |
|                 | (4)                  | (3)             | (2)   | (1)              | (0)                     |
| Reviewing       | Adapts and           | Engages         | Engages   | Uses strategy    | Strategy was            |
| content         | creates new          | students in a   | students in a   | incorrectly or   | called for but          |
|                 | strategies for       | brief review    | brief review  | with parts       | not exhibited           |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

of content

the critical

which

information

and monitors the extent to

students can recall and describe previous content

that highlights

missing

of content

the critical

information

that highlights

unique

student needs and situations

| <b>10. Organizing Students to Practice and Deep</b>                                   |   |
|---|---|
| The teacher uses grouping in ways that facilitate practicing and deepening knowledge. | Notes   |
|   |   |
|   | $\bigcirc$ Innovating (4)<br>$\bigcirc$ Applying (2)      |
|   | <ul><li>O Applying (3)</li><li>O Developing (2)</li></ul> |
|   | • Betteloping (2)<br>• Beginning (1)                      |
|   | O Not Using (0)   |
|   | • Not Applicable  |
| Teacher Evidence  | Student Evidence  |
| Teacher organizes students into groups with   | $\Box$ When asked, students explain how the               |
| the expressed idea of deepening their   | group work supports their learning                        |
| knowledge of informational content  | □ While in groups students interact in explicit           |
| Teacher organizes students into groups with   | ways to deepen their knowledge of                         |
| the expressed idea of practicing a skill,   | informational content or practice a skill,                |
| strategy, or process  | strategy, or process                                      |
|   | • Asking each other questions                             |
|   | • Obtaining feedback from their peers                     |
| Scale   |   |

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

| 11. Using Hom                              | 11. Using Homework  |   |   |  |                                       |
|--|---|---|---|--|---------------------------------------|
| When appropria                             | ate (as opposed t   | o routinely),   | Notes   |  |                                       |
| the teacher desi                           | igns homework t   | o deepen  |   |  |                                       |
| students' know                             | ledge of informa  | tional content  |   |  |                                       |
| or practice a skill, strategy, or process. |   |   |   |  |                                       |
|  |   |   |   |  |                                       |
|  |   |   |   | <b>O</b> Inn   | ovating (4)                           |
|  |   |   |   |  | plying (3)                            |
|  |   |   |   |  | veloping (2)                          |
|  |   |   |   |  | ginning (1)                           |
|  |   |   |   |  | t Using (0)                           |
|  |   |   |   |  | t Applicable                          |
| Teacher Evide                              | nco   |   | Student Evide   |  |                                       |
|  | municates a clea  | ar nurnose for  |   |  | escribe how the                       |
| homework                                   |   |   | homework assi   |  |                                       |
|  | ends an activity t  | hat was begun   |   | -  | content or, help                      |
|  | ide students with   | -   | them practice a   |  | -                                     |
| _  | gns a well crafte   |   | ☐ Students ask  | •••  | -                                     |
|  | t allows students   |   |   |  |                                       |
| -  |   | -   | homework that help them understand its  |  |                                       |
| deepen their knowledge independently       |   | purpose   |   |  |                                       |
| Seele                                      |   |   |   |  |                                       |
| Scale                                      | Tun anatin a  | A mmlutin a   | Developing  | Doginaing  | Not Loing                             |
| Scale                                      | <b>Innovating</b>   | Applying  | Developing  | Beginning  | Not Using                             |
|  | (4)   | (3)   | (2)   | (1)  | (0)                                   |
| Using                                      | (4)<br>Adapts and   | (3)<br>When   | (2)<br>When   | (1)<br>Uses strategy                                 | (0) Strategy was                      |
|  | (4)<br>Adapts and<br>creates new  | (3)<br>When<br>appropriate  | (2)<br>When<br>appropriate  | (1)<br>Uses strategy<br>incorrectly or               | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for                            | (3)<br>When<br>appropriate<br>(as opposed   | (2)<br>When<br>appropriate<br>(as opposed   | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0) Strategy was                      |
| Using                                      | (4)<br>Adapts and<br>creates new  | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)  | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)  | (1)<br>Uses strategy<br>incorrectly or               | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique                  | (3)<br>When<br>appropriate<br>(as opposed   | (2)<br>When<br>appropriate<br>(as opposed   | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is  | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is  | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to   | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen   | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of   | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information  | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information                                      | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a                     | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy,   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy, | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a   | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a                     | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy,<br>or process<br>and monitors<br>the extent to                      | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy, | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy,<br>or process<br>and monitors<br>the extent to<br>which             | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy, | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy,<br>or process<br>and monitors<br>the extent to<br>which<br>students | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy, | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |
| Using                                      | (4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | (3)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy,<br>or process<br>and monitors<br>the extent to<br>which             | (2)<br>When<br>appropriate<br>(as opposed<br>to routinely)<br>assigns<br>homework<br>that is<br>designed to<br>deepen<br>knowledge of<br>information<br>or practice a<br>skill, strategy, | (1)<br>Uses strategy<br>incorrectly or<br>with parts | (0)<br>Strategy was<br>called for but |

| 12. Examining Similarities and Differences |                                 |                         |  |                  |                   |
|--|---------------------------------|-------------------------|--|------------------|-------------------|
| •  | ent is information              |                         | Notes                                      |                  |                   |
|  | deepen their know               | ,                       | 110105                                     |                  |                   |
| -  | ilarities and diffe             |                         |  |                  |                   |
| examining sim                              | financies and diffe             | renees.                 |  | O Inno           | vating (4)        |
|  |                                 |                         |  | <b>O</b> Appl    | ying (3)          |
|  |                                 |                         |  | <b>O</b> Deve    | eloping (2)       |
|  |                                 |                         |  | <b>O</b> Begin   | nning (1)         |
|  |                                 |                         |  | O Not I          | Using (0)         |
|  |                                 |                         |  | O Not A          | Applicable        |
| Teacher Evide                              | ence                            |                         | Student Evidence                           | e                |                   |
| □ Teacher eng                              | ages students in                | activities that         | □ Student artifac                          | ts indicate that | their             |
| require students                           | s to examine sim                | ilarities and           | knowledge has be                           | een extended a   | s a result of the |
| differences betw                           | ween content                    |                         | activity                                   |                  |                   |
| Compar                                     | rison activities                |                         | □ When asked, about the activity, student  |                  |                   |
| <ul> <li>Classify</li> </ul>               | ving activities                 |                         | responses indicate that they have deepened |                  |                   |
| Analogy                                    | y activities                    |                         | their understanding                        |                  |                   |
| Metaph                                     | or activities                   |                         | □ When asked, students can explain         |                  |                   |
| Teacher faci                               | litates the use of              | these activities        | similarities and differences               |                  |                   |
| to help students                           | s deepen their un               | derstanding of          | □ Student artifacts indicate that they can |                  |                   |
| content                                    | Ĩ                               | C                       | identify similarities and differences      |                  |                   |
| • Ask stu                                  | dents to summar                 | ize what they           |  |                  |                   |
|  | arned from the ac               | •                       |  |                  |                   |
|  | dents to explain                | -                       |  |                  |                   |
|  | has added to the                |                         |  |                  |                   |
| understa                                   |                                 |                         |  |                  |                   |
| Scale                                      | 6                               |                         |  |                  |                   |
|  | Innovating                      | Applying                | Developing                                 | Beginning        | Not Using         |
|  | (4)                             | (3)                     | (2)  | (1)              | (0)               |
| Examining                                  | Adapts and                      | When content i          | s When                                     | Uses             | Strategy was      |
| similarities                               | creates new                     | informational,          | content is                                 | strategy         | called for but    |
| and  | strategies for                  | engages student         |  | incorrectly      | not exhibited     |
| differences                                | unique                          | in activities that      |  | or with          |                   |
|  | student needs<br>and situations | require them to examine | students in activities that                | parts<br>missing |                   |
|  | and situations                  |                         | activities that                            | missing          |                   |

similarities and

differences and

the students are deepening their knowledge

monitors the extent to which

require them

to examine similarities

differences

and

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

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

| 14. Practicing     | 14. Practicing Skills, Strategies, and Processes |                            |  |                              |                             |  |  |
|--------------------|--|----------------------------|--|------------------------------|-----------------------------|--|--|
| When the conte     | ent involves a ski                               | ll, strategy, or           | Notes                                      |                              |                             |  |  |
| process, the tea   | cher engages stu                                 | dents in                   |  |                              |                             |  |  |
| practice activiti  | es that help them                                | n develop                  |  |                              |                             |  |  |
| fluency.           |  |                            |  |                              |                             |  |  |
|                    |  |                            |  |                              |                             |  |  |
|                    |  |                            |  |                              |                             |  |  |
|                    |  |                            |  | <b>O</b> Inno                | vating (4)                  |  |  |
|                    |  |                            |  |                              | lying (3)                   |  |  |
|                    |  |                            |  |                              | eloping (2)                 |  |  |
|                    |  |                            |  |                              | nning (1)                   |  |  |
|                    |  |                            |  |                              | Using (0)                   |  |  |
|                    |  |                            |  | O Not                        | Applicable                  |  |  |
| Teacher Evide      | ence   |                            | Student Evide                              | nce                          |                             |  |  |
| Teacher eng        | ages students in                                 | massed and                 | □ Students per                             | form the skill, st           | rategy, or                  |  |  |
| distributed prac   | tice activities that                             | at are                     | process with in                            | creased confiden             | ce                          |  |  |
| appropriate to t   | heir current abili                               | ty to execute a            | □ Students perform the skill, strategy, or |                              |                             |  |  |
| skill, strategy, o | or process                                       |                            | process with increased competence          |                              |                             |  |  |
| Guided             | practice if studer                               | nts cannot                 |  |                              |                             |  |  |
| -                  | the skill, strateg                               | y, or process              |  |                              |                             |  |  |
| indepen            | dently   |                            |  |                              |                             |  |  |
| • Indepen          | dent practice if s                               | tudents can                |  |                              |                             |  |  |
| -                  | the skill, strateg                               | y, or process              |  |                              |                             |  |  |
| indepen            | dently   |                            |  |                              |                             |  |  |
| Scale              |  |                            |  |                              |                             |  |  |
|                    | Innovating                                       | Applying                   | Developing                                 | Beginning                    | Not Using                   |  |  |
| <b>D</b>           | (4)  | (3)                        | (2)  | (1)                          | (0)                         |  |  |
| Practicing skills, | Adapts and creates new                           | When content involves a    | When content involves a                    | Uses strategy incorrectly or | Strategy was called for but |  |  |
| strategies,        | strategies for                                   | skill, strategy,           | skill, strategy,                           | with parts                   | not exhibited               |  |  |
| and                | unique   | or process                 | or process                                 | missing                      |                             |  |  |
| processes          | student needs                                    | engages                    | engages                                    | _                            |                             |  |  |
|                    | and situations                                   | students in                | students in                                |                              |                             |  |  |
|                    |  | practice<br>activities and | practice<br>activities                     |                              |                             |  |  |
|                    |  | monitors the               | activities                                 |                              |                             |  |  |
|                    |  | extent to                  |  |                              |                             |  |  |
|                    |  | which the                  |  |                              |                             |  |  |
|                    |  | practice is                |  |                              |                             |  |  |
|                    |  | increasing                 |  |                              |                             |  |  |
|                    |  | student<br>fluency         |  |                              |                             |  |  |
| 1                  |  | nuchcy                     |  |                              |                             |  |  |

| 15. Revising K   | Inowledge  |   |  |  |  |
|--|--|---|--|--|--|
| The teacher en   | gages students in<br>ledge about conte   |   | Notes  | QInr   | novating (4)   |
|  |  |   |  | O Ap<br>O De<br>O Be<br>O No                             | plying (3)<br>veloping (2)<br>ginning (1)<br>t Using (0)<br>t Applicable |
| Teacher Evidence<br>☐ Teacher asks students to examine previous<br>entries in their academic notebooks or notes<br>☐ The teacher engages the whole class in an<br>examination of how the current lesson changed<br>perceptions and understandings of previous<br>content |  |   | Student Evidence<br>Students make corrections to information<br>previously recorded about content<br>When asked, students can explain previous<br>errors or misconceptions they had about<br>content |  |  |
| understanding  | students explain<br>has changed  | how their   |  |  |  |
| Scale  | <b>•</b> •   |   | <b>D</b> 1 1   | <b>D</b> • •   |  |
|  | Innovating<br>(4)  | Applying<br>(3)   | Developing<br>(2)  | Beginning (1)  | Not Using<br>(0)   |
| Revising<br>knowledge  | Adapts and<br>creates new<br>strategies for<br>unique<br>student needs<br>and situations | Engages<br>students in<br>revision of<br>previous<br>content and<br>monitors the<br>extent to<br>which these<br>revisions<br>deepen<br>students'<br>understanding | Engages<br>students in<br>revision of<br>previous<br>content   | Uses strategy<br>incorrectly of<br>with parts<br>missing | V Strategy was   |

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

| 16. Organizing                               | g Students for C        | ognitively Com                         | olex Tasks                                   |        |             |                |
|--|-------------------------|--|--|--------|-------------|----------------|
| The teacher org                              | ganizes the class       | in such a way                          | Notes  |        |             |                |
| as to facilitate students working on complex |                         |  |  |        |             |                |
| tasks that require                           | re them to genera       | ate and test                           |  |        |             |                |
| hypotheses.                                  |                         |  |  |        |             |                |
|  |                         |  |  |        |             |                |
|  |                         |  |  |        |             |                |
|  |                         |  |  |        |             | - (1)          |
|  |                         |  |  |        | O Innova    | 0              |
|  |                         |  |  |        | O Apply     | •              |
|  |                         |  |  |        | O Devel     |                |
|  |                         |  |  |        | O Begin     | 0              |
|  |                         |  |  |        | O Not U     | U ( )          |
| Teacher Evide                                | nco                     |  | Student Evide                                | nco    |             | pplicable      |
|  | blishes the need        | to generate and                        | U When asked                                 |        | nts describ | e the          |
| test hypotheses                              |                         | to generate and                        | importance of g                              | ,<br>, |             |                |
| • •  | anizes students ir      | nto groups to                          | hypotheses about content                     |        |             |                |
| generate and te                              |                         | no Broups to                           | ☐ When asked, students explain how groups    |        |             |                |
| 8  |                         |  | support their learning                       |        |             |                |
|  |                         |  | ☐ Students use group activities to help them |        |             |                |
|  |                         |  | generate and test hypotheses                 |        |             |                |
| Scale  |                         |  |  |        |             |                |
|  | Innovating              | Applying                               | Developing                                   | Beg    | ginning     | Not Using      |
|  | (4)                     | (3)                                    | (2)  |        | (1)         | (0)            |
| Organizing                                   | Adapts and              | Organizes                              | Organizes                                    | Uses   | strategy    | Strategy was   |
| students for                                 | creates new             | students into                          | students into                                |        | rectly or   | called for but |
| cognitively                                  | strategies for          | groups to                              | groups to                                    | with   | -           | not exhibited  |
| complex<br>tasks                             | unique<br>student needs | facilitate<br>working on               | facilitate<br>working on                     | missi  | ng          |                |
| lasks  | and situations          | cognitively                            | cognitively                                  |        |             |                |
|  | and situations          | complex tasks                          | complex tasks                                |        |             |                |
|  |                         | and monitors                           | r  |        |             |                |
|  |                         | the extent to                          |  |        |             |                |
|  |                         |  |  |        |             |                |
|  |                         | which group                            |  |        |             |                |
|  |                         | which group processes                  |  |        |             |                |
|  |                         | which group<br>processes<br>facilitate |  |        |             |                |
|  |                         | which group processes                  |  |        |             |                |

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

| Scale |  |
|-------|--|
|-------|--|

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

| 18. Providing      | Resources and (     | Guidance                   |   |                   |                |  |
|--------------------|---------------------|----------------------------|---|-------------------|----------------|--|
| 0                  | s as resource pro   |                            | Notes   |                   |                |  |
|                    | age in cognitivel   |                            |   |                   |                |  |
| tasks.             | 8 8                 | 5 1                        |   |                   |                |  |
|                    |                     |                            |   |                   |                |  |
|                    |                     |                            |   |                   |                |  |
|                    |                     |                            |   |                   |                |  |
|                    |                     |                            |   | O Innova          | ting (1)       |  |
|                    |                     |                            |   | O Applyi          | -              |  |
|                    |                     |                            |   | O Develo          | -              |  |
|                    |                     |                            |   | O Beginn          |                |  |
|                    |                     |                            |   | O Not Us          | -              |  |
|                    |                     |                            |   | O Not A           | 0              |  |
| Teacher Evide      | ence                |                            | Student Evide                                   | -                 |                |  |
| Teacher mak        | kes himself/herse   | elf available to           | ☐ Students see                                  | k out the teacher | for advice and |  |
| students who ne    | eed guidance or i   | resources                  | guidance regarding hypothesis generation and    |                   |                |  |
| Circulat           | tes around the root | om                         | testing tasks                                   |                   |                |  |
| Provide            | s easy access to l  | himself/herself            | $\Box$ When asked, students can explain how the |                   |                |  |
| Teacher inte       | racts with studer   | nts during the             | teacher provides assistance and guidance in     |                   |                |  |
| class to determine | ine their needs fo  | or hypothesis              | hypothesis generation and testing tasks         |                   |                |  |
| generating and     | testing tasks       |                            |   |                   |                |  |
|                    | inteers resources   | -                          |   |                   |                |  |
| -                  | e entire class, gr  | oups of                    |   |                   |                |  |
|                    | ividual students    |                            |   |                   |                |  |
| Scale              |                     |                            |   |                   |                |  |
|                    | Innovating          | Applying                   | Developing                                      | Beginning         | Not Using      |  |
|                    | (4)                 | (3)                        | (2)   | (1)               | (0)            |  |
| Providing          | Adapts and          | Acts as a                  | Acts as a                                       | Uses strategy     | Strategy was   |  |
| resources          | creates new         | guide and                  | guide and                                       | incorrectly or    | called for but |  |
| and guidance       | strategies for      | resource                   | resource  | with parts        | not exhibited  |  |
|                    | unique              | provider as                | provider as                                     | missing           |                |  |
|                    | student needs       | students                   | students  |                   |                |  |
|                    | and situations      | engage in                  | engage in                                       |                   |                |  |
|                    |                     | cognitively                | cognitively                                     |                   |                |  |
|                    |                     | complex tasks and monitors | complex tasks                                   |                   |                |  |
|                    |                     | the extent to              |   |                   |                |  |
|                    |                     | which                      |   |                   |                |  |
| 1                  |                     |                            |   |                   |                |  |

students request and use guidance and resources

## Lesson Segments Enacted on the Spot

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

| 1. Noticing and Reacting When Students Are Not Engaged |                     |                   |   |                   |               |  |
|--|---------------------|-------------------|---|-------------------|---------------|--|
| The teacher sca  | ns the room mak     | ing note of       | Notes                                     |                   |               |  |
| when students a  | are not engaged a   | and takes overt   |   |                   |               |  |
| action.  |                     |                   |   |                   |               |  |
|  |                     |                   |   |                   |               |  |
|  |                     |                   |   |                   |               |  |
|  |                     |                   |   |                   |               |  |
|  |                     |                   |   |                   |               |  |
|  |                     |                   |   |                   |               |  |
|  |                     |                   |   | <b>Q</b> Inno     | vating (4)    |  |
|  |                     |                   |   |                   | lying (3)     |  |
|  |                     |                   |   |                   | eloping (2)   |  |
|  |                     |                   |   |                   | nning (1)     |  |
|  |                     |                   |   |                   | Using (0)     |  |
|  |                     |                   |   | O Not .           | Applicable    |  |
| <b>Teacher Evide</b>                                   | nce                 |                   | Student Evide                             | nce               |               |  |
| Teacher noti   | ces when specifi    | c students or     | □ Students app                            | bear aware of the | fact that the |  |
| groups of stude  | nts are not engag   | ged               | teacher is taking note of their level of  |                   |               |  |
| Teacher noti   | ces when the ene    | ergy level in the | engagement                                |                   |               |  |
| room is low  |                     |                   | □ Students try to increase their level of |                   |               |  |
| Teacher take   | es action to re-eng | gage students     | engagement when prompted                  |                   |               |  |
|  |                     |                   | □ When asked, students explain that the   |                   |               |  |
|  |                     |                   | teacher expects                           | high levels of er | ngagement     |  |
| Scale  |                     |                   | 1   |                   | 1             |  |
|  | Innovating          | Applying          | Developing                                | Beginning         | Not Using     |  |
|  | (4)                 | (3)               | (2)                                       | (1)               | (0)           |  |
| Noticing and   | Adapts and          | Scans the         | Scans the                                 | Lises strategy    | Strategy was  |  |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

© 2011 Robert J. Marzano

| 2. Using Acad    | emic Games                 |                              |   |                           |                                 |  |
|------------------|----------------------------|------------------------------|---|---------------------------|---------------------------------|--|
| The teacher us   | es academic gan            | nes and                      | Notes   |                           |                                 |  |
| inconsequentia   | l competition to           | maintain                     |   |                           |                                 |  |
| student engage   | ement.                     |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   |                           |                                 |  |
|                  |                            |                              |   | <b>O</b> Innovat          | ting (4)                        |  |
|                  |                            |                              |   | O Applyin                 | -                               |  |
|                  |                            |                              |   | O Develo                  |                                 |  |
|                  |                            |                              |   | O Beginn                  |                                 |  |
|                  |                            |                              |   | O Not Us                  |                                 |  |
|                  |                            |                              |   | O Not Ap                  | -                               |  |
|                  |                            |                              |   | r                         | I                               |  |
| Teacher Evide    | ence                       |                              | Student Eviden                                  | ce                        |                                 |  |
| Teacher use      | s structured gam           | nes such as                  | □ Students engage in the games with some        |                           |                                 |  |
| Jeopardy, fami   | ly feud, and the           | like                         | enthusiasm                                      |                           |                                 |  |
| Teacher dev      | elops imprompt             | u games such as              | $\Box$ When asked, students can explain how the |                           |                                 |  |
| making a game    | e out of which an          | nswer might be               | games keep their interest and help them learn   |                           |                                 |  |
| correct for a gi | -                          |                              | or remember content                             |                           |                                 |  |
| Teacher use      | s friendly comp            | etition along                |   |                           |                                 |  |
| with classroom   | n games                    |                              |   |                           |                                 |  |
| Scale            |                            |                              |   | 1                         |                                 |  |
|                  | Innovating                 | Applying                     | Developing                                      | Beginning                 | Not Using                       |  |
|                  | (4)                        | (3)                          | (2)   | (1)                       | (0)                             |  |
| Using            | Adapts and                 | Uses academic                | Uses academic                                   | Uses strategy             | Strategy was                    |  |
| academic         | creates new strategies for | games and inconsequential    | games and inconsequential                       | incorrectly or with parts | called for but<br>not exhibited |  |
| games            | unique                     | competition to               | competition to                                  | missing                   | not camoned                     |  |
|                  | student needs              | maintain                     | maintain  |                           |                                 |  |
|                  | and situations             | student                      | student   |                           |                                 |  |
|                  |                            | engagement                   | engagement                                      |                           |                                 |  |
|                  |                            | and monitors                 |   |                           |                                 |  |
|                  |                            | the extent to which students |   |                           |                                 |  |
|                  |                            | focus on the                 |   |                           |                                 |  |
|                  |                            | academic                     |   |                           |                                 |  |
|                  |                            | content of the               |   |                           |                                 |  |
|                  |                            | game                         |   |                           |                                 |  |

| 3. Managing R               | 3. Managing Response Rates During Questioning |                            |   |                       |       |                  |
|-----------------------------|---|----------------------------|---|-----------------------|-------|------------------|
|                             | es response rates                             | -                          | Notes   |                       |       |                  |
| maintain studer             | nt engagement in                              | questions.                 |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       |       |                  |
|                             |   |                            |   |                       | O Inn | ovating (4)      |
|                             |   |                            |   |                       |       | plying (3)       |
|                             |   |                            |   |                       | O De  | veloping (2)     |
|                             |   |                            |   |                       | O Beg | ginning (1)      |
|                             |   |                            |   |                       |       | t Using (0)      |
|                             |   |                            | ~                     |                       | O Not | t Applicable     |
| <b>Teacher Evide</b>        |   |                            | Student Evidence<br>☐ Multiple students or the entire class |                       |       |                  |
|                             | s response cards                              |                            | responds to questions posed by the teacher                  |                       |       |                  |
|                             | students use han                              | d signals to               | □ When asked, students can describe their                   |                       |       |                  |
| respond to ques             |   |                            | thinking about specific questions posed by the              |                       |       |                  |
|                             | s choral response                             | :                          | teacher   |                       |       |                  |
| Teacher uses                | s technology to k                             | eep track of               |   |                       |       |                  |
| students' respon            |   |                            |   |                       |       |                  |
|                             | s response chaini                             | ng                         |   |                       |       |                  |
| Scale                       | <b>.</b>                                      |                            |   | <b>D</b> •            | •     | <b>NT ( TT •</b> |
|                             | Innovating<br>(4)                             | Applying<br>(3)            | Developing<br>(2)   | Beginn<br>(1)         | ing   | Not Using<br>(0) |
| Managing                    | Adapts and                                    | Uses response              | Uses response   | Uses stra             | tegy  | Strategy was     |
| response                    | creates new                                   | rate                       | rate  | incorrect             | •     | called for but   |
| rates during<br>questioning | strategies for<br>unique                      | techniques to maintain     | techniques to maintain                                      | with parts<br>missing | S     | not exhibited    |
| questioning                 | student needs                                 | student                    | student   | missing               |       |                  |
|                             | and situations                                | engagement                 | engagement  |                       |       |                  |
|                             |   | in questions               | in questions  |                       |       |                  |
|                             |   | and monitors the extent to |   |                       |       |                  |
|                             |   | which the                  |   |                       |       |                  |
|                             |   | techniques                 |   |                       |       |                  |
|                             |   | keep students<br>engaged   |   |                       |       |                  |
|                             |   | engageu                    |   |                       |       |                  |

| 4. Using Physic      | 4. Using Physical Movement             |                           |   |                              |                             |  |  |
|----------------------|--|---------------------------|---|------------------------------|-----------------------------|--|--|
| The teacher use      | es physical move                       | ment to                   | Notes   |                              |                             |  |  |
| maintain studer      | nt engagement.                         |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              |                             |  |  |
|                      |  |                           |   |                              | vating (4)                  |  |  |
|                      |  |                           |   | O Apply                      | <b>-</b> · ·                |  |  |
|                      |  |                           |   |                              | loping (2)                  |  |  |
|                      |  |                           |   | O Begin                      | 0                           |  |  |
|                      |  |                           |   | O Not U                      | <b>U</b>                    |  |  |
| Teels F 1            |  |                           | Staday ( T )  |                              | Applicable                  |  |  |
| <b>Teacher Evide</b> |  | and stratch or            | Student Evide   |                              |                             |  |  |
|                      | students stand up<br>s when their ener |                           | -   | age in the physic            | al activities               |  |  |
|                      | s when then energy activities that re  |                           | designed by the teacher<br>☐ When asked, students can explain how the |                              |                             |  |  |
|                      | ove to respond to                      | -                         | physical movement keeps their interest and                            |                              |                             |  |  |
|                      | th your feet                           | questions                 | helps them learn  |                              |                             |  |  |
|                      | e part of the room                     | m that                    | <b>r</b>  |                              |                             |  |  |
|                      | its the answer yo                      |                           |   |                              |                             |  |  |
| -                    | students physica                       | •                         |   |                              |                             |  |  |
|                      | o increase energ                       |                           |   |                              |                             |  |  |
| engagement           |  |                           |   |                              |                             |  |  |
| Teacher use          | give-one-get-one                       | e activities that         |   |                              |                             |  |  |
| require students     | s to move about t                      | he room                   |   |                              |                             |  |  |
| Scale                |  |                           |   |                              |                             |  |  |
|                      | Innovating                             | Applying                  | Developing  | Beginning                    | Not Using                   |  |  |
|                      | (4)                                    | (3)                       | (2)   | (1)                          | (0)                         |  |  |
| Using                | Adapts and creates new                 | Uses physical movement to | Uses physical movement to   | Uses strategy incorrectly or | Strategy was called for but |  |  |
| physical<br>movement | strategies for                         | maintain                  | maintain  | with parts                   | not exhibited               |  |  |
|                      | unique                                 | student                   | student   | missing                      | not canolica                |  |  |
|                      | student needs                          | engagement                | engagement  |                              |                             |  |  |
|                      | and situations                         | and monitors              |   |                              |                             |  |  |
|                      |  | the extent to             |   |                              |                             |  |  |
|                      |  | which these activities    |   |                              |                             |  |  |
|                      |  | enhance                   |   |                              |                             |  |  |
|                      |  | student                   |   |                              |                             |  |  |
|                      |  | engagement                |   |                              |                             |  |  |

| 5. Maintaining       | g a Lively Pace                 |                             |   |                      |                     |  |
|----------------------|---------------------------------|-----------------------------|---|----------------------|---------------------|--|
| The teacher use      | es pacing techniq               | ues to maintain             | Notes   |                      |                     |  |
| students' engag      | gement.                         |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   |                      |                     |  |
|                      |                                 |                             |   | O Innova             | ating (4)           |  |
|                      |                                 |                             |   | O Apply              | ing (3)             |  |
|                      |                                 |                             |   | O Develo             |                     |  |
|                      |                                 |                             | O Beginning (1)                                 |                      |                     |  |
|                      |                                 |                             |   | O Not U              | 0                   |  |
| Too al an Esta       |                                 |                             | O Not Applicable Student Evidence               |                      |                     |  |
| <b>Teacher Evide</b> | oloys crisp transit             | tions from one              | Student Evidence Student Evidence               |                      |                     |  |
| activity to anot     | • •                             | tions from one              | engage when a new activity is begun             |                      |                     |  |
| •                    | rs pace appropria               | ttely (i.e.,                | □ When asked, about the pace of the class,      |                      |                     |  |
| speeds up and s      | slows down)                     | -                           | students describe it as not too fast or not too |                      |                     |  |
|                      |                                 |                             | slow  |                      |                     |  |
| Scale                | -                               |                             |   |                      | <b>.</b>            |  |
|                      | Innovating                      | Applying (3)                | Developing                                      | Beginning (1)        | Not Using           |  |
| Maintaining          | (4)<br>Adapts and               | (3)<br>Uses pacing          | (2)<br>Uses pacing                              | (1)<br>Uses strategy | (0)<br>Strategy was |  |
| a lively pace        | creates new                     | techniques to               | techniques to                                   | incorrectly or       | called for but      |  |
| ~ *                  | strategies for                  | maintain                    | maintain  | with parts           | not exhibited       |  |
|                      | unique                          | students'                   | students'                                       | missing              |                     |  |
|                      | student needs<br>and situations | engagement<br>and monitors  | engagement                                      |                      |                     |  |
|                      |                                 | the extent to               |   |                      |                     |  |
|                      |                                 | which these                 |   |                      |                     |  |
|                      |                                 | techniques<br>keep students |   |                      |                     |  |
|                      |                                 | engaged                     |   |                      |                     |  |

| 6. Demonstratin             | 6. Demonstrating Intensity and Enthusiasm |                            |  |                           |                             |  |  |
|-----------------------------|---|----------------------------|--|---------------------------|-----------------------------|--|--|
| The teacher demo            | onstrates intensit                        | ty and                     | Notes  |                           |                             |  |  |
| enthusiasm for th           | e content in a va                         | ariety of ways.            |  |                           |                             |  |  |
|                             |   |                            |  |                           |                             |  |  |
|                             |   |                            |  |                           |                             |  |  |
|                             |   |                            |  |                           |                             |  |  |
|                             |   |                            |  |                           |                             |  |  |
|                             |   |                            |  |                           |                             |  |  |
|                             |   |                            |  | <b>O</b> Inno             | vating (4)                  |  |  |
|                             |   |                            |  |                           | ying (3)                    |  |  |
|                             |   |                            |  |                           | eloping (2)                 |  |  |
|                             |   |                            |  |                           | nning (1)                   |  |  |
|                             |   |                            |  | O Not I                   | Using (0)                   |  |  |
|                             |   |                            |  | O Not A                   | Applicable                  |  |  |
| Teacher Eviden              | ce  |                            | Student Evide                                    | nce                       |                             |  |  |
| Teacher descri              | ibes personal exp                         | periences that             | $\Box$ When asked, students say that the teacher |                           |                             |  |  |
| relate to the conte         |   |                            | "likes the content" and "likes teaching"         |                           |                             |  |  |
| Teacher signal              | ls excitement for                         | content by                 | □ Students' attention levels increase when       |                           |                             |  |  |
| Physical g                  |   |                            | the teacher demonstrates enthusiasm and          |                           |                             |  |  |
| Voice ton                   |   |                            | intensity for the content                        |                           |                             |  |  |
|                             | ation of informat                         |                            |  |                           |                             |  |  |
| Teacher overt               | ly adjusts energy                         | / level                    |  |                           |                             |  |  |
| Scale                       |   |                            |  |                           |                             |  |  |
|                             | Innovating                                | Applying                   | Developing                                       | Beginning                 | Not Using                   |  |  |
|                             | (4)                                       | (3)                        | (2)  | (1)                       | (0)                         |  |  |
| Demonstrating               | Adapts and creates new                    | Demonstrates intensity and | Demonstrates intensity and                       | Uses strategy             | Strategy was called for but |  |  |
| intensity and<br>enthusiasm | strategies for                            | enthusiasm                 | enthusiasm                                       | incorrectly or with parts | not exhibited               |  |  |
|                             | unique                                    | for the                    | for the  | missing                   |                             |  |  |
|                             | student needs                             | content in a               | content in a                                     |                           |                             |  |  |
|                             | and situations                            | variety of                 | variety of                                       |                           |                             |  |  |
|                             |   | ways and                   | ways   |                           |                             |  |  |

monitors the extent to which students' engagement increases

| 7. Using Friendly Controversy                 |                         |                          |
|---|-------------------------|--------------------------|
| The teacher uses friendly controversy         | Notes                   |                          |
| techniques to maintain student engagement.    |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         |                          |
|   |                         | O Innovating (4)         |
|   |                         | O Applying (3)           |
|   |                         | O Developing (2)         |
|   |                         | O Beginning (1)          |
|   |                         | O Not Using (0)          |
|   |                         | O Not Applicable         |
| Teacher Evidence                              | Student Evidence        |                          |
| Teacher structures mini-debates about the     | ☐ Students engage in    | • •                      |
| content                                       | activities with enhance |                          |
| Teacher has students examine multiple         | □ When asked, stude     | •                        |
| perspectives and opinions about the content   |                         | as "stimulating," "fun," |
| Teacher elicits different opinions on content | and so on               |                          |
| from members of the class                     | □ When asked, stude     | *                        |
|   | friendly controversy a  | • 1                      |
|   | better understand the o | content                  |
| Scale   |                         |                          |

| Inn                                   | ovating              | Applying   | Developing   | <b>D</b> • •          |                |
|---------------------------------------|----------------------|--|--|-----------------------|----------------|
|                                       |                      | <b>PP</b> -J <b>B</b>  | Developing   | Beginning             | Not Using      |
|                                       | (4)                  | (3)  | (2)  | (1)                   | (0)            |
| Using Adap                            | ots and              | Uses friendly  | Uses friendly                                      | Uses strategy         | Strategy was   |
| friendly creat                        | es new               | controversy  | controversy  | incorrectly or        | called for but |
| controversy strate<br>unique<br>stude | ent needs situations | techniques to<br>maintain<br>student<br>engagement<br>and monitors<br>the effect on<br>students'<br>engagement | techniques to<br>maintain<br>student<br>engagement | with parts<br>missing | not exhibited  |

| 8. Providing C   | pportunities for  | 8. Providing Opportunities for Students to Talk About Themselves   |   |                                     |  |                                       |  |  |
|--|---|--|---|-------------------------------------|--|---------------------------------------|--|--|
| e  | vides students w  |  | Notes   |                                     |  |                                       |  |  |
| opportunities to   | o relate what is be   | eing addressed   |   |                                     |  |                                       |  |  |
| in class to their  | personal interest   | ts.  |   |                                     |  |                                       |  |  |
|  |   |  |   |                                     |  |                                       |  |  |
|  |   |  |   |                                     |  |                                       |  |  |
|  |   |  |   | -                                   |  |                                       |  |  |
|  |   |  |   |                                     | O Innov                                    | vating (4)                            |  |  |
|  |   |  |   |                                     | O Apply                                    | ying (3)                              |  |  |
|  |   |  |   |                                     | O Devel                                    | loping (2)                            |  |  |
|  |   |  |   |                                     | O Begin                                    | ning (1)                              |  |  |
|  |   |  |   |                                     | O Not U                                    | Using (0)                             |  |  |
|  |   |  |   |                                     | O Not A                                    | Applicable                            |  |  |
| Teacher Evide  | ence  |  | Student Evide   | nce                                 |  |                                       |  |  |
|  | ware of student in  |  | □ Students eng  | -                                   |  | -                                     |  |  |
| makes connecti   | ons between the   | se interests and   | them to make c  | onnecti                             | ons betwe                                  | een their                             |  |  |
| class content  |   |  | personal interests and the content  |                                     |  |                                       |  |  |
|  | ctures activities   |  | □ When asked, students explain how making   |                                     |  |                                       |  |  |
| students to mak  | te connections be   | etween the   | connections between content and their personal  |                                     |  |                                       |  |  |
|  | ir personal intere  | ests   | interests engages them and helps them better  |                                     |  |                                       |  |  |
| U When students are explaining how content   |   |  |   |                                     |  |                                       |  |  |
|  |   |  | understand the  | content                             |  |                                       |  |  |
| relates to their   | personal interests  | s, the teacher   | understand the  | content                             |  |                                       |  |  |
| relates to their papears encour  |   | s, the teacher   | understand the  | content                             |  |                                       |  |  |
| relates to their   | personal interests<br>aging and interes   | s, the teacher<br>sted   |   |                                     |  |                                       |  |  |
| relates to their papears encour  | personal interests<br>aging and interes<br>Innovating                                       | s, the teacher<br>sted<br>Applying   | Developing  | Begi                                | inning                                     | Not Using                             |  |  |
| relates to their p<br>appears encour<br>Scale  | personal interests<br>aging and interes<br>Innovating<br>(4)                                | s, the teacher<br>sted<br>Applying<br>(3)  | Developing<br>(2)   | Begi                                | inning<br>(1)                              | (0)                                   |  |  |
| relates to their pappears encour<br>Scale  | personal interests<br>aging and interes<br><b>Innovating</b><br>(4)<br>Adapts and           | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides  | Developing<br>(2)<br>Provides   | Begi                                | inning<br>(1)<br>strategy                  | (0)<br>Strategy was                   |  |  |
| relates to their papears encour<br>Scale<br>Providing<br>opportunities                                       | Innovating<br>(4)<br>Adapts and<br>creates new  | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with   | Developing<br>(2)<br>Provides<br>students with  | Begi<br>Uses s<br>incorre           | (1)<br>strategy<br>ectly or                | (0)<br>Strategy was<br>called for but |  |  |
| relates to their j<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students                  | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for                            | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities  | Developing<br>(2)<br>Provides<br>students with<br>opportunities   | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was                   |  |  |
| relates to their papears encour<br>Scale<br>Providing<br>opportunities                                       | Innovating<br>(4)<br>Adapts and<br>creates new  | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what  | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what   | Begi<br>Uses s<br>incorre           | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique                  | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities  | Developing<br>(2)<br>Provides<br>students with<br>opportunities   | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their  | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their             | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal  | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal<br>interests and   | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their             | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal<br>interests and<br>monitors the                             | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal<br>interests and<br>monitors the<br>extent to                | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal<br>interests and<br>monitors the                             | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |
| relates to their p<br>appears encour<br>Scale<br>Providing<br>opportunities<br>for students<br>to talk about | Innovating<br>(4)<br>Adapts and<br>creates new<br>strategies for<br>unique<br>student needs | s, the teacher<br>sted<br>Applying<br>(3)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal<br>interests and<br>monitors the<br>extent to<br>which these | Developing<br>(2)<br>Provides<br>students with<br>opportunities<br>to relate what<br>is being<br>addressed in<br>class to their<br>personal | Begi<br>Uses s<br>incorre<br>with p | (1)<br>(1)<br>strategy<br>ectly or<br>arts | (0)<br>Strategy was<br>called for but |  |  |

engagement

| 9. Presenting Uni                              | 9. Presenting Unusual or Intriguing Information |                       |  |                       |                |  |  |
|--|---|-----------------------|--|-----------------------|----------------|--|--|
| The teacher uses unusual or intriguing         |   |                       | Notes  |                       |                |  |  |
| information about the content in a manner that |   |                       |  |                       |                |  |  |
| enhances student e                             | engagement.                                     |                       |  |                       |                |  |  |
|  |   |                       |  |                       |                |  |  |
|  |   |                       |  |                       |                |  |  |
|  |   |                       |  |                       |                |  |  |
|  |   |                       |  |                       |                |  |  |
|  |   |                       |  |                       |                |  |  |
|  |   |                       |  | <b>O</b> Inn          | ovating (4)    |  |  |
|  |   |                       |  | O Ap                  | plying (3)     |  |  |
|  |   |                       |  | O Dev                 | veloping (2)   |  |  |
|  |   |                       |  | O Beg                 | ginning (1)    |  |  |
|  |   |                       |  | O Not                 | t Using (0)    |  |  |
|  |   |                       |  | O Not                 | t Applicable   |  |  |
| <b>Teacher Evidence</b>                        | e   |                       | Student Evide                                | nce                   |                |  |  |
| □ Teacher system                               | natically provid                                | des interesting       | □ Students' attention increases when unusual |                       |                |  |  |
| facts and details al                           | bout the conter                                 | nt                    | information is presented about the content   |                       |                |  |  |
| Teacher encour                                 | rages students                                  | to identify           | $\Box$ When asked, students explain how the  |                       |                |  |  |
| interesting information                        | ation about the                                 | e content             | unusual information makes them more          |                       |                |  |  |
| Teacher engage                                 | es students in a                                | activities like       | interested in the content                    |                       |                |  |  |
| "Believe it or not"                            | ' about the con                                 | itent                 |  |                       |                |  |  |
| Teacher uses gu                                | uest speakers t                                 | o provide             |  |                       |                |  |  |
| unusual information                            | on about the co                                 | ontent                |  |                       |                |  |  |
| Teacher tells st                               | ories that are r                                | elated to the         |  |                       |                |  |  |
| content  |   |                       |  |                       |                |  |  |
| Scale  |   |                       |  |                       |                |  |  |
|  | Innovating                                      | Applying              | Developing                                   | Beginning             | Not Using      |  |  |
|  | (4)   | (3)                   | (2)  | (1)                   | (0)            |  |  |
| 0  | dapts and                                       | Uses unusual          | Uses unusual                                 | Uses strategy         | Strategy was   |  |  |
|  | reates new                                      | or intriguing         | or intriguing                                | incorrectly or        | called for but |  |  |
| 0 0  | trategies for<br>nique                          | information about the | information about the                        | with parts<br>missing | not exhibited  |  |  |

content and

monitors the extent to which this information enhances students' interest in the

content

content

student needs

and situations

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

| 10. Demonstrati                                 | ng "Withitness          | "               |   |                       |                |  |
|---|-------------------------|-----------------|---|-----------------------|----------------|--|
| The teacher uses                                | behaviors assoc         | iated with      | Notes   |                       |                |  |
| "withitness" to maintain adherence to rules and |                         |                 |   |                       |                |  |
| procedures.                                     |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   |                       |                |  |
|   |                         |                 |   | <b>O</b> Inne         | ovating (4)    |  |
|   |                         |                 |   |                       | olying (3)     |  |
|   |                         |                 |   | O Dev                 | veloping (2)   |  |
|   |                         |                 |   | O Beg                 | (1)            |  |
|   |                         |                 |   | O Not                 | Using (0)      |  |
|   |                         |                 | O Not Applicable  |                       |                |  |
| Teacher Eviden                                  |                         |                 | Student Evidence  |                       |                |  |
| Teacher physic                                  | cally occupies al       | ll quadrants of | Students recognize that the teacher is aware                                |                       |                |  |
| the room  | 4                       | 1.              | of their behavior   |                       |                |  |
| ☐ Teacher scans<br>contact with all s           |                         | making eye      | □ When asked, students describe the teacher                                 |                       |                |  |
| □ Teacher recog                                 |                         | ources of       | as "aware of what is going on" or "has eyes<br>on the back of his/her head" |                       |                |  |
| disruption and de                               | -                       |                 | on the back of h  | ns/net nead           |                |  |
| Teacher proac                                   |                         | -               |   |                       |                |  |
| situations                                      |                         |                 |   |                       |                |  |
| Scale   |                         |                 | <u> </u>  |                       |                |  |
|   | Innovating              | Applying        | Developing  | Beginning             | Not Using      |  |
|   | (4)                     | (3)             | (2)   | (1)                   | (0)            |  |
| Demonstrating                                   | Adapts and              | Uses            | Uses  | Uses strategy         | Strategy was   |  |
| "withitness"                                    | creates new             | behaviors       | behaviors   | incorrectly or        | called for but |  |
|   | strategies for          | associated with | associated with   | with parts<br>missing | not exhibited  |  |
|   | unique<br>student needs | "withitness"    | "withitness"  | missing               |                |  |
|   | and situations          | and monitors    | ********************  |                       |                |  |
|   |                         | the effect on   |   |                       |                |  |
|   |                         | students'       |   |                       |                |  |
|   |                         | behavior        |   |                       |                |  |

| 11. Applying (              | Consequences      |                                |      |                        |                            |               |
|-----------------------------|-------------------|--------------------------------|------|------------------------|----------------------------|---------------|
| The teacher app             |                   | ces for not                    | Note | es                     |                            |               |
| following rules             |                   |                                |      | _                      | <b>O</b> Innovating        | (4)           |
| and fairly.                 | 1                 | 5                              |      |                        | O Applying (               |               |
| •                           |                   |                                |      |                        | O Developing               | , ,           |
|                             |                   |                                |      |                        | O Beginning                | -             |
|                             |                   |                                |      |                        | • Deginning<br>• Not Using | . ,           |
|                             |                   |                                |      |                        | O Not Applic               | . ,           |
| Teacher Evide               | ence              |                                | Stud | lent Evidence          |                            |               |
| Teacher prov                | vides nonverbal   | signals when                   |      | tudents cease ina      | ppropriate beh             | avior when    |
|                             | vior is not appro |                                |      | aled by the teach      |                            |               |
| • Eye con                   |                   | 1                              | -    | tudents accept co      |                            | part of the   |
| <ul> <li>Proximi</li> </ul> |                   |                                |      | class is conducte      | -                          | -             |
|                             | the desk          |                                | -    | /hen asked, stude      |                            | ne teacher as |
| 1                           | g head, no        |                                | fair | in application of      | rules                      |               |
| -                           | vides verbal sig  | nals when                      |      |                        |                            |               |
| -                           | vior is not appro |                                |      |                        |                            |               |
|                             | udents to stop    | F                              |      |                        |                            |               |
|                             | udents that their | behavior is in                 |      |                        |                            |               |
|                             | n of a rule or pr |                                |      |                        |                            |               |
|                             | s group conting   |                                |      |                        |                            |               |
| consequences v              |                   | -                              |      |                        |                            |               |
| -                           | nonstrate a spec  |                                |      |                        |                            |               |
| •                           | olves the home    |                                |      |                        |                            |               |
| appropriate (i.e            | ., makes a call h | nome to parents                |      |                        |                            |               |
| to help extingui            |                   | -                              |      |                        |                            |               |
|                             |                   | sequences when                 |      |                        |                            |               |
|                             | g., student must  | -                              |      |                        |                            |               |
| he or she has be            | roken)            |                                |      |                        |                            |               |
| Scale                       |                   |                                |      |                        |                            |               |
|                             | Innovating        | Applying                       |      | Developing             | Beginning                  | Not Using     |
|                             | (4)               | (3)                            |      | (2)                    | (1)                        | (0)           |
| Applying                    | Adapts and        | Applies                        |      | Applies                | Uses                       | Strategy      |
| consequences                | creates new       | consequences fo                |      | consequences           | strategy                   | was called    |
|                             | strategies for    | following rules a              | and  | for not                | incorrectly<br>or with     | for but not   |
|                             | unique<br>student | procedures<br>consistently and |      | following<br>rules and | or with parts              | exhibited     |
|                             | needs and         | fairly and monit               |      | nrocedures             | parts                      |               |

needs and

situations

fairly and monitors

the extent to which

are followed

rules and procedures

procedures

consistently

and fairly

missing

| 12. Acknowledgi         | ng Adherence      | to Rules and Pro  | ocedures                                   |                  |                |
|-------------------------|-------------------|-------------------|--|------------------|----------------|
| The teacher consi       | stently and fairl | y acknowledges    | Notes                                      |                  |                |
| adherence to rules      | s and procedure   | S.                |  | Q Inne           | ovating (4)    |
|                         |                   |                   |  |                  | olying (3)     |
|                         |                   |                   |  |                  | veloping (2)   |
|                         |                   |                   |  |                  | ginning (1)    |
|                         |                   |                   |  |                  | Using (0)      |
|                         |                   |                   |  |                  | Applicable     |
| Teacher Evidence        | e                 |                   | Student Eviden                             | ce               |                |
| Teacher provid          | les nonverbal si  | gnals that a rule | □ Students appe                            | ear appreciative | of the teacher |
| or procedure has        | been followed     |                   | acknowledging (                            | heir positive be | ehavior        |
| • Smile                 |                   |                   | □ When asked,                              | students descri  | be teacher as  |
| • Nod of he             | ad                |                   | appreciative of their good behavior        |                  |                |
| High Five               |                   |                   | ☐ The number of students adhering to rules |                  |                |
| <b>T</b> eacher gives   | verbal cues that  | a rule or         | and procedure in                           | creases          |                |
| procedure has bee       | en followed       |                   |  |                  |                |
| Thanks stu<br>procedure | udents for follow | wing a rule or    |  |                  |                |
| • Describes             | student behavio   | ors that adhere   |  |                  |                |
| to rule or              | procedure         |                   |  |                  |                |
| Teacher notifie         | es the home whe   | en a rule or      |  |                  |                |
| procedure has bee       | en followed       |                   |  |                  |                |
| Teacher uses ta         | angible recognit  | ion when a rule   |  |                  |                |
| or procedure has        | been followed     |                   |  |                  |                |
| • Certificate           | e of merit        |                   |  |                  |                |
| • Token ecc             | onomies           |                   |  |                  |                |
| Scale                   |                   |                   |  |                  |                |
|                         | Innovating        | Applying          | Developing                                 | Beginning        | Not Using      |
|                         | (4)               | (3)               | (2)  | (1)              | (0)            |
| Acknowledging           | Adapts and        | Acknowledges      | Acknowledges                               | Uses             | Strategy was   |

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

| 13. Understandi            | ng Students' In            | terests and Bac           | kground                                       |                           |                                 |  |  |  |
|----------------------------|----------------------------|---------------------------|---|---------------------------|---------------------------------|--|--|--|
| The teacher uses           | students' interes          | sts and                   | Notes   |                           |                                 |  |  |  |
| background to pr           | oduce a climate            | of acceptance             |   |                           |                                 |  |  |  |
| and community.             |                            | 1                         |   |                           |                                 |  |  |  |
| j.                         |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   |                           |                                 |  |  |  |
|                            |                            |                           |   | O Inr                     | ovating (4)                     |  |  |  |
|                            |                            |                           |   | O Ap                      | plying (3)                      |  |  |  |
|                            |                            |                           |   | <b>O</b> De               | veloping (2)                    |  |  |  |
|                            |                            |                           |   | O Be                      | ginning (1)                     |  |  |  |
|                            |                            |                           |   | O No                      | t Using (0)                     |  |  |  |
|                            |                            |                           |   | O No                      | t Applicable                    |  |  |  |
| Teacher Eviden             | Teacher Evidence           |                           |   | Student Evidence          |                                 |  |  |  |
| <b>T</b> eacher has si     |                            | with students             | □ When asked, students describe the teacher   |                           |                                 |  |  |  |
| about events in th         |                            |                           | as someone who knows them and/or is           |                           |                                 |  |  |  |
| Teacher has di             | iscussions with s          | tudents about             | interested in them                            |                           |                                 |  |  |  |
| topics in which the        | •                          |                           | □ Students respond when teacher               |                           |                                 |  |  |  |
| Teacher builds             | s student interest         | s into lessons            | demonstrates understanding of their interests |                           |                                 |  |  |  |
|                            |                            |                           | and background                                |                           |                                 |  |  |  |
|                            |                            |                           | □ When asked, students say they feel          |                           |                                 |  |  |  |
|                            |                            |                           | accepted                                      |                           |                                 |  |  |  |
| Scale                      |                            | Γ                         | Γ   | I                         |                                 |  |  |  |
|                            | Innovating                 | Applying                  | Developing                                    | Beginning                 | Not Using                       |  |  |  |
|                            | (4)                        | (3)                       | (2)   | (1)                       | (0)                             |  |  |  |
| Understanding              | Adapts and                 | Uses<br>students'         | Uses  | Uses strategy             | •••                             |  |  |  |
| students'<br>interests and | creates new strategies for | interests and             | students' interests and                       | incorrectly or with parts | called for but<br>not exhibited |  |  |  |
| background                 | unique                     | background                | background                                    | missing                   | not exhibited                   |  |  |  |
|                            | student needs              | during                    | during  |                           |                                 |  |  |  |
|                            | and situations             | interactions              | interactions                                  |                           |                                 |  |  |  |
|                            |                            | with students             | with students                                 |                           |                                 |  |  |  |
|                            |                            | and monitors              |   |                           |                                 |  |  |  |
|                            |                            | the sense of community in |   |                           |                                 |  |  |  |
|                            |                            | the classroom             |   |                           |                                 |  |  |  |
| <u> </u>                   |                            |                           | 1   |                           |                                 |  |  |  |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

| 14. Using Behaviors that Indicate Affection for Students |                         |                        |   |                |                |  |  |
|--|-------------------------|------------------------|---|----------------|----------------|--|--|
| When appropria   | ate, the teacher u      | ses verbal and         | Notes   |                |                |  |  |
| nonverbal behavior that indicates caring for             |                         |                        |   |                |                |  |  |
| students.  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   |                |                |  |  |
|  |                         |                        |   | O Inne         | ovating (4)    |  |  |
|  |                         |                        |   | O App          | olying (3)     |  |  |
|  |                         |                        |   |                | veloping (2)   |  |  |
|  |                         |                        |   | -              | inning (1)     |  |  |
|  |                         |                        |   |                | Using (0)      |  |  |
|  |                         |                        |   |                | Applicable     |  |  |
| Teacher Evide  |                         |                        | Student Evidence                                      |                |                |  |  |
|  | pliments student        | • •                    | □ When asked, students describe teacher as            |                |                |  |  |
| -  | ersonal accompl         |                        | someone who cares for them                            |                |                |  |  |
| _  | ages in informal        |                        | □ Students respond to teachers verbal                 |                |                |  |  |
|  | hat are not related     |                        | interactions  |                |                |  |  |
|  | s humor with stu        | dents when             | ☐ Students respond to teachers nonverbal interactions |                |                |  |  |
| appropriate  | las node and so         | forth of               | interactions  |                |                |  |  |
|  | les, nods, and so       | ioiiii, ai             |   |                |                |  |  |
| students when a  | s hand on student       | s' shoulders           |   |                |                |  |  |
| when appropria   |                         | s shoulders            |   |                |                |  |  |
| Scale  |                         |                        |   |                |                |  |  |
| Source   | Innovating              | Applying               | Developing  | Beginning      | Not Using      |  |  |
|  | (4)                     | (3)                    | (2)   | (1)            | (0)            |  |  |
| Using  | Adapts and              | Uses verbal            | Uses verbal   | Uses strategy  | Strategy was   |  |  |
| behaviors  | creates new             | and nonverbal          | and nonverbal   | incorrectly or | called for but |  |  |
| that indicate  | strategies for          | behaviors that         | behaviors that  | with parts     | not exhibited  |  |  |
| affection for students                                   | unique<br>student needs | indicate<br>caring for | indicate<br>caring for                                | missing        |                |  |  |
| students   | and situations          | students and           | students  |                |                |  |  |
|  |                         | monitors the           |   |                |                |  |  |
|  |                         | quality of             |   |                |                |  |  |
|  |                         | relationships          |   |                |                |  |  |
|  |                         | in the                 |   |                |                |  |  |
|  |                         | classroom              |   |                |                |  |  |

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

| 15. Displaying   |                         |                         |   |           |                            |                 |
|------------------|-------------------------|-------------------------|---|-----------|----------------------------|-----------------|
| The teacher beh  | naves in an objec       | tive and                | Notes   |           |                            |                 |
| controlled man   | ner.                    |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           |                            |                 |
|                  |                         |                         |   |           | O Inno                     | ovating (4)     |
|                  |                         |                         |   |           |                            | lying (3)       |
|                  |                         |                         | O Developing (2)  |           |                            |                 |
|                  |                         |                         | O Beginning (1)   |           |                            |                 |
|                  |                         |                         |   |           |                            | Using (0)       |
|                  |                         |                         |   |           | O Not                      | Applicable      |
| Teacher Evide    |                         |                         | Student Evide   |           | <i>(</i> <b>1</b> <i>)</i> | 1 2 1           |
|                  | s not exhibit extr      | remes in                | Students are settled by the teacher's calm  |           |                            |                 |
| positive or nega |                         |                         | demeanor  |           |                            |                 |
|                  | resses inflammat        | •                       | □ When asked, the students describe the teacher as in control of himself/herself and in     |           |                            |                 |
|                  | racts with all stu      |                         | control of the class  |           |                            |                 |
|                  | controlled fashic       |                         |   |           |                            |                 |
|                  | s not demonstrate       |                         | □ When asked, students say that the teacher does not hold grudges or take things personally |           |                            |                 |
| offense at stude |                         | e personar              | does not note g   | ruages or |                            | ings personally |
| Scale            |                         |                         |   |           |                            |                 |
|                  | Innovating              | Applying                | Developing  | Beginr    | ning                       | Not Using       |
|                  | (4)                     | (3)                     | (2)   | (1)       | U                          | (0)             |
| Displaying       | Adapts and              | Behaves in an           | Behaves in an   | Uses stra | ategy                      | Strategy was    |
| emotional        | creates new             | objective and           | objective and   | incorrect | -                          | called for but  |
| objectivity      | strategies for          | controlled              | controlled  | with part | ts                         | not exhibited   |
| and control      | unique<br>student needs | manner and monitors the | manner  | missing   |                            |                 |
|                  | and situations          | effect on the           |   |           |                            |                 |
|                  |                         | classroom               |   |           |                            |                 |
|                  |                         | climate                 |   |           | _                          |                 |

Appendix A: Teacher Domain 1-Observational Protocol (Long Form)

| 16. Demonstratin              | g Value and        | Respect for Low-Exp             | pectancy Stude        | nts               |             |
|-------------------------------|--------------------|---------------------------------|-----------------------|-------------------|-------------|
| The teacher exhibit           | its behaviors t    | hat demonstrate                 | Notes                 |                   |             |
| value and respect             | for low-expect     | tancy students.                 |                       | <b>O</b> Innovati | ng (4)      |
|                               |                    |                                 |                       | O Applyin         | g (3)       |
|                               |                    |                                 |                       | <b>O</b> Develop  | ing (2)     |
|                               |                    |                                 |                       | O Beginnin        | -           |
|                               |                    |                                 |                       | O Not Usir        | ng (0)      |
|                               |                    |                                 |                       | O Not App         |             |
| <b>Teacher Evidence</b>       | e                  |                                 | Student Evide         |                   |             |
| □ When asked, th              | e teacher can      | identify the students           | □ When asked          | , students say th | nat the     |
| for whom there ha             | we been low e      | xpectations and the             | teacher cares for     | or all students   |             |
| various ways in w             |                    | -                               | □ Students trea       | at each other wi  | th respect  |
| treated differently           |                    |                                 |                       |                   | -           |
| The teacher pro               |                    | •                               |                       |                   |             |
| with nonverbal inc            | dications that t   | they are valued and             |                       |                   |             |
| respected                     |                    | -                               |                       |                   |             |
| Makes eye                     | contact            |                                 |                       |                   |             |
| • Smiles                      |                    |                                 |                       |                   |             |
| <ul> <li>Makes apr</li> </ul> | propriate physi    | cal contact                     |                       |                   |             |
| The teacher pro               |                    |                                 |                       |                   |             |
| with verbal indica            | -                  | •                               |                       |                   |             |
| respected                     |                    |                                 |                       |                   |             |
| Playful dia                   | logue              |                                 |                       |                   |             |
| Addressing                    | g students in a    | manner they view                |                       |                   |             |
| as respectf                   |                    | 5                               |                       |                   |             |
| -                             |                    | ive comments about              |                       |                   |             |
| low-expectancy st             | e                  |                                 |                       |                   |             |
| Scale                         |                    |                                 |                       |                   |             |
|                               | Innovating         | Applying                        | Developing            | Beginning         | Not Using   |
|                               | (4)                | (3)                             | (2)                   | (1)               | (0)         |
| Demonstrating                 | Adapts and         | Exhibits behaviors              | Exhibits              | Uses              | Strategy    |
| value and                     | creates            | that demonstrate                | behaviors             | strategy          | was called  |
| respect for low-              | new                | value and respect               | that                  | incorrectly       | for but not |
| expectancy                    | strategies         | for low-expectancy students and | demonstrate value and | or with parts     | exhibited   |
| students                      | for unique student | monitors the                    | respect for           | missing           |             |
|                               |                    |                                 |                       |                   |             |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

impact on low-

expectancy students

low-

expectancy

students

needs and

situations

| 17. Asking Qu                               | estions of Low-I  | Expectancy Stud | lents  |           |             |  |  |
|---|-------------------|-----------------|--|-----------|-------------|--|--|
| The teacher ask                             | s questions of lo | w-expectancy    | Notes  |           |             |  |  |
| students with th                            | e same frequenc   | y and depth as  |  |           |             |  |  |
| with high-exped                             | ctancy students.  |                 |  |           |             |  |  |
|   |                   |                 |  |           |             |  |  |
|   |                   |                 |  |           |             |  |  |
|   |                   |                 |  |           |             |  |  |
|   |                   |                 |  |           |             |  |  |
|   |                   |                 |  |           |             |  |  |
|   |                   |                 |  |           | vating (4)  |  |  |
|   |                   |                 |  | O App     | lying (3)   |  |  |
|   |                   |                 |  | O Deve    | eloping (2) |  |  |
|   |                   |                 |  | O Begi    | nning (1)   |  |  |
|   |                   |                 |  | O Not     | Using (0)   |  |  |
|   |                   |                 |  | O Not     | Applicable  |  |  |
| <b>Teacher Evide</b>                        | nce               |                 | Student Evide                                    | nce       |             |  |  |
| Teacher mak                                 | tes sure low-expe | ectancy         | $\Box$ When asked, students say the teacher      |           |             |  |  |
| students are ask                            | ed questions at t | he same rate as | expects everyone to participate                  |           |             |  |  |
| high-expectanc                              | y students        |                 | $\Box$ When asked, students say the teacher asks |           |             |  |  |
| □ Teacher makes sure low-expectancy         |                   |                 | difficult questions of everyone                  |           |             |  |  |
| students are asked complex questions at the |                   |                 |  |           |             |  |  |
| same rate as hig                            | gh-expectancy stu | udents          |  |           |             |  |  |
| Scale                                       |                   |                 |  |           |             |  |  |
|   | Innovating        | Applying        | Developing                                       | Beginning | Not Using   |  |  |
|   |                   |                 |  |           |             |  |  |

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

Appendix A: Teacher Domain 1-Observational Protocol (Long Form)

| 18. Probing Inc                                 | correct Answers   | s with Low-Exp | ectancy Student                                  | S                  |               |  |  |
|---|-------------------|----------------|--|--------------------|---------------|--|--|
| The teacher pro                                 | bes incorrect ans | wers of low-   | Notes  |                    |               |  |  |
| expectancy stud                                 | lents in the same | manner as      |  |                    |               |  |  |
| he/she does with                                | h high-expectanc  | y students.    |  |                    |               |  |  |
|   |                   |                |  |                    | • (4)         |  |  |
|   |                   |                |  | O Innov            | ating (4)     |  |  |
|   |                   |                |  | O Apply            | ring (3)      |  |  |
|   |                   |                |  | O Devel            | oping (2)     |  |  |
|   |                   |                |  | O Begin            | ning (1)      |  |  |
|   |                   |                |  | O Not U            | sing (0)      |  |  |
|   |                   |                |  |                    | pplicable     |  |  |
| Teacher Evide                                   | nce               |                | Student Evidence                                 |                    |               |  |  |
| Teacher asks                                    | low-expectancy    | students to    | $\Box$ When asked, students say that the teacher |                    |               |  |  |
| further explain                                 | their answers wh  | en they are    | won't "let you off the hook"                     |                    |               |  |  |
| incorrect                                       |                   |                | $\Box$ When asked, students say that the teacher |                    |               |  |  |
| Teacher reph                                    | rases questions f | for low-       | "won't give up on you"                           |                    |               |  |  |
| expectancy stud                                 | lents when they p | provide an     | □ When asked,                                    | , students say the | teacher helps |  |  |
| incorrect answe                                 | r                 |                | them answer questions successfully               |                    |               |  |  |
| Teacher brea                                    | ks a question int | o smaller and  |  |                    |               |  |  |
|   | hen a low-expect  | ancy student   |  |                    |               |  |  |
| answers a quest                                 | •                 |                |  |                    |               |  |  |
|   | xpectancy studen  |                |  |                    |               |  |  |
| frustration, the teacher allows them to collect |                   |                |  |                    |               |  |  |
| their thoughts but goes back to them at a later |                   |                |  |                    |               |  |  |
| point in time                                   |                   |                |  |                    |               |  |  |
| Scale   |                   |                |  |                    |               |  |  |
|   | Innovating        | Applying       | Developing                                       | Beginning          | Not Using     |  |  |

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

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

Appendix B

Teacher Domain 1

Observational Protocol (Short Form)

| I. Lesson Segments Involving Routine Events  |       |  |          |          |          |          |           |  |
|--|-------|--|----------|----------|----------|----------|-----------|--|
| Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?                                   |       |  |          |          |          |          |           |  |
| 1. Providing clear learning goals and scales to<br>measure those goals (e.g., the teacher provides<br>or reminds students about a specific learning<br>goal)     | Notes |  | I<br>(4) | A<br>(3) | D<br>(2) | B<br>(1) | NU<br>(0) |  |
| 2. Tracking student progress (e.g., using<br>formative assessment the teacher helps students<br>chart their individual and group progress on a<br>learning goal) | Notes |  | I<br>(4) | A<br>(3) | D<br>(2) | B<br>(1) | NU<br>(0) |  |
| 3. Celebrating student success (e.g., the teacher<br>helps student acknowledge and celebrate<br>current status on a learning goal as well as<br>knowledge gain)  | Notes |  | I<br>(4) | A<br>(3) | D<br>(2) | B<br>(1) | NU<br>(0) |  |

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

| 4. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure) | Notes |     |     |     |     |     |
|---|-------|-----|-----|-----|-----|-----|
|   | 4     | Ι   | Α   | D   | В   | NU  |
|   |       | (4) | (3) | (2) | (1) | (0) |
| 5. Organizing the physical layout of the  |       |     |     |     |     |     |
| classroom for learning (e.g., the teacher   |       |     |     |     |     |     |
| organizes materials, traffic patterns, and  | Notes |     |     |     |     |     |
| displays to enhance learning)   | Z     | Ι   | Α   | D   | В   | NU  |
|   |       | (4) | (3) | (2) | (1) | (0) |

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

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

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

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

| knowledge?   |       |                                   |
|--|-------|-----------------------------------|
| 16. Organizing students for cognitively<br>complex tasks (e.g., the teachers organizes<br>students into small groups to facilitate<br>cognitively complex tasks)   | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |
| 17. Engaging students in cognitively complex<br>tasks involving hypothesis generating and<br>testing (e.g., the teacher engages students in<br>decision making tasks, problem solving tasks,<br>experimental inquiry tasks, investigation tasks) | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |
| 18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)  | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |

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

Appendix B: Teacher Domain 1—Observational Protocol (Short Form)

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

Appendix B: Teacher Domain 1—Observational Protocol (Short Form)

| Design Question #9:  | What will I do to | communicate high ex  | pectations for | all students? |
|----------------------|-------------------|----------------------|----------------|---------------|
| Design Question 117. |                   | communicate might ex | peciaiions joi | an sinacrus.  |

| 0 <b>~</b>  |       | 0 1 3                             |
|---|-------|-----------------------------------|
| 16. Demonstrating value and respect for low-<br>expectancy students (e.g., the teacher<br>demonstrates the same positive affective tone<br>with low-expectancy students as with high-<br>expectancy students)           | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |
| 17. Asking questions of low-expectancy<br>students (e.g., the teacher asks questions of<br>low-expectancy students with the same<br>frequency and level of difficulty as with high-<br>expectancy students)             | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |
| 18. Probing incorrect answers with low-<br>expectancy students (e.g., the teacher inquires<br>into incorrect answers with low-expectancy<br>students with the same depth and rigor as with<br>high-expectancy students) | Notes | I A D B NU<br>(4) (3) (2) (1) (0) |

Appendix C

Teacher Domain 1

# Observational Protocol (Snapshot Form)

| Lesson Segments That Involve Routine Events That Might Be Observed in Every Lesson<br>• What is the teacher doing to help establish and communicate learning goals, track students<br>progress, and celebrate success? |
|--|
| • What is the teacher doing to establish or maintain classroom rules and procedures?   |
| <b>Lesson Segments That Address Content</b><br>• What is the teacher doing to help students effectively interact with new knowledge?   |
| • What is the teacher doing to help students practice and deepen their understanding of new knowledge?   |
| • What is the teacher doing to help students generate and test hypotheses about new knowledge?   |

• What is the teacher doing to engage students?

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

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

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

Appendix D

Teacher Domain 2

Planning and Preparing

| <b>Planning and Pr</b> | eparing for | Lessons and | Units |
|------------------------|-------------|-------------|-------|
|------------------------|-------------|-------------|-------|

| 1. Effective Scaffolding of Information Within | n Lessons                                  |                         |  |  |
|--|--|-------------------------|--|--|
| Within lessons, the teacher prepares and plans | <u>Notes</u>                               |                         |  |  |
| the organization of content in such a way that |  |                         |  |  |
| each new piece of information builds on the    |  |                         |  |  |
| previous piece.                                |  |                         |  |  |
|  |  |                         |  |  |
|  |  |                         |  |  |
|  |  | O Innovating (4)        |  |  |
|  |  | O Applying (3)          |  |  |
|  |  | O Developing (2)        |  |  |
|  |  | O Beginning (1)         |  |  |
|  |  | <b>O</b> Not Using (0)  |  |  |
|  |  | O Not Applicable        |  |  |
| Planning Evidence                              | Teacher Evidence                           |                         |  |  |
| Content is organized to build upon previous    | $\Box$ When asked, the teac                | cher can describe the   |  |  |
| information                                    | rationale for how the content is organized |                         |  |  |
| Presentation of content is logical and         | $\Box$ When asked, the teac                | cher can describe the   |  |  |
| progresses from simple to complex              | rationale for the sequent                  | ce of instruction       |  |  |
| □ Where appropriate, presentation of content   | $\Box$ When asked, the teac                | cher can describe how   |  |  |
| is integrated with other content areas, other  | content is related to pre-                 | vious lessons, units or |  |  |
| lessons and/or units                           | other content                              |                         |  |  |
| □ The plan anticipates potential confusions    | $\Box$ When asked, the teac                | cher can describe       |  |  |
| that students may experience                   | possible confusions that                   | t may impact the lesson |  |  |
|  | or unit                                    |                         |  |  |
| Scale  | •  |                         |  |  |

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

© 2011 Robert J. Marzano

| 2. Lessons within Units                        |                             |                              |   |                      |         |                        |
|--|-----------------------------|------------------------------|---|----------------------|---------|------------------------|
| The teacher org                                | ganizes lessons w           | ithin units to               | Notes   |                      |         |                        |
| progress toward                                | d a deep understa           |                              |   |                      |         |                        |
| content.                                       |                             |                              |   |                      |         |                        |
|  |                             |                              |   |                      |         |                        |
|  |                             |                              |   |                      |         |                        |
|  |                             |                              |   |                      |         |                        |
|  |                             |                              |   |                      |         |                        |
|  |                             |                              |   | _                    |         |                        |
|  |                             |                              |   |                      |         | ovating (4)            |
|  |                             |                              |   |                      | O App   | lying (3)              |
|  |                             |                              |   |                      | O Dev   | eloping (2)            |
|  |                             |                              |   |                      | v       | inning (1)             |
|  |                             |                              |   |                      |         | Using (0)              |
|  |                             |                              |   |                      | O Not   | Applicable             |
| Planning Evid                                  | ence                        |                              | Teacher Evide                                   | nce                  |         |                        |
| □ Plans illustrate how learning will move from |                             |                              | □ When asked                                    | , the teach          | ner can | describe how           |
| an understanding of foundational content to    |                             |                              | lessons within t                                | he unit pr           | rogress | toward deep            |
| application of information in authentic ways   |                             |                              | understanding and transfer of content           |                      |         |                        |
| Plans incorporate student choice and           |                             |                              | $\Box$ When asked, the teacher can describe how |                      |         |                        |
| initiative                                     |                             |                              | students will make choices and take initiative  |                      |         |                        |
| □ Plans provide for extension of learning      |                             |                              | □ When asked                                    | , the teach          | ner can | describe how           |
|  |                             |                              | learning will be                                | extended             | 1       |                        |
| Scale  |                             |                              |   |                      |         |                        |
|  | Innovating                  | Applying                     | Developing                                      | Begin                | ning    | Not Using              |
|  | (4)                         | (3)                          | (2)   | (1)                  | )       | (0)                    |
| Lessons  | The teacher is              | The teacher                  | The teacher                                     | The teac             | cher    | The teacher            |
| within units                                   | a recognized                | organizes                    | organizes                                       | attempts             |         | makes no               |
|  | leader in                   | lessons within               | lessons within                                  | perform              |         | attempt to             |
|  | helping others<br>with this | a unit so that students move | a unit so that students move                    | activity<br>does not |         | perform this activity. |
|  | activity.                   | from an                      | from surface                                    | actually             |         | activity.              |
|  | ucu vity.                   | understanding                | level to  | complete             |         |                        |
|  |                             | to applying                  | deeper  | follow               |         |                        |
|  |                             | the content                  | understanding                                   | through              | with    |                        |
|  |                             | through                      | of content but                                  | these                |         |                        |
|  |                             | authentic                    | does not  | attempts             | 5.      |                        |
|  |                             | tasks.                       | require<br>students to                          |                      |         |                        |
|  |                             |                              | apply the                                       |                      |         |                        |
|  |                             |                              | content in                                      |                      |         |                        |
|  |                             |                              | authentic                                       |                      |         |                        |
|  |                             |                              | ways.   |                      |         |                        |

I

| 4)                                |  |  |  |
|-----------------------------------|--|--|--|
| 2)                                |  |  |  |
| )                                 |  |  |  |
| )<br>ole                          |  |  |  |
| O Not Applicable Teacher Evidence |  |  |  |
| or                                |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
| the                               |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
| Jsing                             |  |  |  |
| )<br>ala an                       |  |  |  |
| cher<br>10                        |  |  |  |
| to                                |  |  |  |
| this                              |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |
|                                   |  |  |  |

# Planning and Preparing for Use of Resources and Technology

| 1. Use of Avai   | lable Traditiona    | l Resources         |  |                      |                   |  |
|------------------|---------------------|---------------------|--|----------------------|-------------------|--|
| The teacher ide  | entifies the availa | ble traditional     | Notes  |                      |                   |  |
| resources (mate  | erials and human    | ) for upcoming      |  |                      |                   |  |
| units and lesso  | units and lessons.  |                     |  |                      |                   |  |
|                  |                     |                     |  |                      |                   |  |
|                  |                     |                     |  |                      |                   |  |
|                  |                     |                     |  |                      | (4)               |  |
|                  |                     |                     |  |                      | ovating (4)       |  |
|                  |                     |                     |  |                      | olying (3)        |  |
|                  |                     |                     |  |                      | eloping (2)       |  |
|                  |                     |                     |  | Ŭ                    | inning (1)        |  |
|                  |                     |                     |  |                      | Using (0)         |  |
|                  |                     |                     |  |                      | Applicable        |  |
| Planning Evid    |                     |                     | <b>Teacher Evide</b>                             |                      |                   |  |
| -                | tlines resources w  |                     | $\Box$ When asked                                | , the teacher can    | describe the      |  |
| classroom that   | will be used to en  | nhance              | resources within                                 | n the classroom t    | that will be      |  |
| students' under  | standing of the c   | ontent              | used to enhance                                  | e students' under    | standing of the   |  |
| □ The plan ou    | tlines resources w  | within the          | content  |                      |                   |  |
| school that will | l be used enhance   | e students'         | $\Box$ When asked, the teacher can describe      |                      |                   |  |
| understanding    | of the content      |                     | resources within the school that will be used to |                      |                   |  |
| □ The plan ou    | tlines resources w  | vithin the          | enhance students' understanding of the content   |                      |                   |  |
| community tha    | t will be used to a | enhance             | $\Box$ When asked, the teacher can describe      |                      |                   |  |
| students' under  | standing of the c   | ontent              | resources within the community that will be      |                      |                   |  |
|                  | C                   |                     | used to enhance students' understanding of the   |                      |                   |  |
|                  |                     |                     | content  |                      |                   |  |
| Scale            |                     |                     | I  |                      |                   |  |
|                  | Innovating          | Applying            | Developing                                       | Beginning            | Not Using         |  |
|                  | (4)                 | (3)                 | (2)  | (1)                  | (0)               |  |
| Use of           | The teacher is      | The teacher         | The teacher                                      | The teacher          | The               |  |
| available        | a recognized        | identifies the      | identifies the                                   | attempts to          | teacher           |  |
| traditional      | leader in           | available           | available  | perform this         | makes no          |  |
| resources        | helping others      | traditional         | traditional                                      | activity but         | attempt to        |  |
|                  | with this           | resources that      | resources that                                   | does not             | perform           |  |
|                  | activity.           | can enhance student | can enhance student                              | actually complete or | this<br>activity. |  |
|                  |                     | understanding       | understanding                                    | follow               | activity.         |  |
|                  |                     | and the             | but does not                                     | through with         |                   |  |
|                  |                     | manner in           | identify the                                     | these                |                   |  |
|                  |                     | which they          | manner in  | attempts.            |                   |  |
|                  |                     | will be used.       | which they                                       |                      |                   |  |
|                  |                     |                     | will be used.                                    |                      |                   |  |
| Appendix D: Teac | cher Domain 2—Plai  | ning and Prenaring  |  | © 2011               | Robert J. Marzano |  |

| 2. Use of Avail  | able Technology  | y  |  |   |  |
|--|--|--|--|---|--|
| 2. Use of Available Technology<br>The teacher identifies the use of available<br>technology that can enhance students'<br>understanding of content in a lesson or unit.  |  |  | <u>Notes</u>   | O App<br>O Dev<br>O Beg   | ovating (4)<br>olying (3)<br>reloping (2)<br>inning (1)            |
|  |  |  |  |   | Using (0)<br>Applicable  |
| Planning Evidence         □ The plan identifies available technology that         will be used         • Interactive whiteboards         • Response systems         • Voting technologies         • One-to-one computers         • Social networking sites         • Blogs         • Wikis         • Discussion boards         □ The plan identifies how the technology will         be used to enhance student learning |  |  | O Not Applicable         Teacher Evidence         □ When asked, the teacher can describe the         technology that will be used         □ When asked, the teacher can articulate how         the technology will be used to enhance student         learning |   |  |
| Scale  | Γ  |  |  |   |  |
|  | Innovating<br>(4)  | Applying<br>(3)  | Developing<br>(2)  | Beginning<br>(1)  | Not Using<br>(0)   |
| Use of<br>available<br>technology  | (4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this<br>activity. | The teacher<br>identifies the<br>available<br>technologies<br>that can<br>enhance<br>student<br>understanding<br>and the<br>manner in<br>which they<br>will be used. | (2)<br>The teacher<br>identifies the<br>available<br>technologies<br>that can<br>enhance<br>student<br>understanding<br>but does not<br>identify the<br>manner in<br>which they<br>will be used.   | The teacher<br>attempts to<br>perform this<br>activity but<br>does not<br>actually<br>complete or<br>follow<br>through with<br>these<br>attempts. | The teacher<br>makes no<br>attempt to<br>perform this<br>activity. |

# Planning and Preparing for Special Needs of Students

| 1. Needs of E    | nglish Langua              | ge Learners                      |   |                  |        |              |
|------------------|----------------------------|----------------------------------|---|------------------|--------|--------------|
|                  |                            | needs of English                 | Notes   |                  |        |              |
| language lear    | ners (ELLs) by i           | identifying the                  |   |                  |        |              |
|                  | =                          | e within a lesson                |   |                  |        |              |
| or unit.         |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  |        |              |
|                  |                            |                                  |   |                  | O Inn  | ovating (4)  |
|                  |                            |                                  |   |                  | O Ap   | plying (3)   |
|                  |                            |                                  |   |                  | O De   | veloping (2) |
|                  |                            |                                  |   |                  | O Beg  | ginning (1)  |
|                  |                            |                                  |   |                  | O No   | t Using (0)  |
|                  |                            |                                  |   |                  | O No   | t Applicable |
| Planning Evi     |                            |                                  | Teacher Evidence  |                  |        |              |
| -                |                            | ommodations that                 | □ When asked, the teacher can describe the                      |                  |        |              |
|                  | for individual I           | ELL students or                  | accommodations  |                  |        |              |
| groups within    |                            |                                  | individual ELL students or groups of students                   |                  |        |              |
| -                |                            | ptations that must               | within a lesson   |                  |        |              |
|                  |                            | tudents or groups                | U When asked, the teacher can describe the                      |                  |        |              |
| within a unit of | of instruction             |                                  | adaptations that must be made for individual                    |                  |        |              |
|                  |                            |                                  | ELL students or groups of students within a unit of instruction |                  |        |              |
| Scale            |                            |                                  |   |                  |        |              |
| Scale            | Innovating                 | Applying                         | Developing  | Begin            | ning   | Not Using    |
|                  | (4)                        | (3)                              | (2)   | (1               | U      | (0)          |
| Needs of         | The teacher                | The teacher                      | The teacher   | The tea          |        | The teacher  |
| English          | is a                       | identifies the                   | identifies the  | attemp           |        | makes no     |
| language         | recognized                 | needs of English                 | needs of English  | perform          |        | attempt to   |
| learners         | leader in                  | language                         | language  | activity         |        | perform this |
|                  | helping                    | learners and the                 | learners but does   | does no          |        | activity.    |
|                  | others with this activity. | adaptations that will be made to | not articulate the adaptations that                             | actuall          | -      |              |
|                  | uns activity.              | meet these                       | will be made to   | comple<br>follow |        |              |
|                  |                            | needs.                           | meet these  | through          | h with |              |
|                  |                            |                                  | needs.  | these            |        |              |
|                  |                            |                                  |   | attemp           | ts.    |              |

| 2. Needs of S                               | pecial Education                               | on Students        |   |  |                    |  |  |
|---|--|--------------------|---|--|--------------------|--|--|
| The teacher identifies the needs of special |  |                    | Notes   |  |                    |  |  |
| education stud                              | dents by providi                               | ng                 |   |  |                    |  |  |
| accommodati                                 | ons and modific                                | ations that must   |   |  |                    |  |  |
| be made for s                               | pecific special e                              | ducation students. |   |  |                    |  |  |
| -   | <b>1</b>                                       |                    |   |  |                    |  |  |
|   |  |                    |   |  |                    |  |  |
|   |  |                    |   |  |                    |  |  |
|   |  |                    |   |  |                    |  |  |
|   |  |                    |   |  |                    |  |  |
|   |  |                    |   | Q Inn  | ovating (4)        |  |  |
|   |  |                    |   |  | plying (3)         |  |  |
|   |  |                    |   | -  | veloping (2)       |  |  |
|   |  |                    |   |  | ginning (1)        |  |  |
|   |  |                    |   |  | t Using (0)        |  |  |
|   |  |                    |   |  | t Applicable       |  |  |
| Planning Evi                                | dence  |                    | Teacher Evidenc                                 |  | ripplicable        |  |  |
|   | escribes accomr                                | nodations and      | □ When asked, the teacher can describe the      |  |                    |  |  |
| -   |  | ade for individual | specific accommodations that must be made       |  |                    |  |  |
|   |  | groups of students | for individual special education students or    |  |                    |  |  |
| -   | tion students of<br>the Individualize          |                    | groups of students according to their IEP for a |  |                    |  |  |
| Program (IEP                                |  |                    | lesson  |  |                    |  |  |
| -   |  | ommodations and    | □ When asked, the teacher can describe the      |  |                    |  |  |
| -   |  | ade for individual |   |  |                    |  |  |
|   |  | groups of students | specific accommodations and modifications       |  |                    |  |  |
| -   |  |                    | that must be made for individual special        |  |                    |  |  |
|   | according to the IEP for a unit of instruction |                    |   | education students or groups of students<br>according to their IEP for a unit of instruction |                    |  |  |
| Scale                                       |  |                    |   |  |                    |  |  |
| Scale                                       | Innevetire                                     | Annlying           | Developina                                      | Doginnin a   | Not Ligin a        |  |  |
|   | Innovating (4)                                 | Applying (2)       | Developing                                      | Beginning  | Not Using          |  |  |
| Naada e                                     | (4)  | (3)                | (2)   | (1)  | (0)<br>The teacher |  |  |
| Needs of                                    | The teacher                                    | The teacher        | The teacher                                     | The teacher  | The teacher        |  |  |

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

|  | Innovating        | Applying        | Developing  | Beginning    | Not Using   |  |
|--|-------------------|-----------------|---|--------------|-------------|--|
| Scale  |                   |                 | language resour                                   | ces          |             |  |
|  |                   |                 | will take into consideration family and           |              |             |  |
| language resources                           |                   |                 | ways in which communication with the home         |              |             |  |
|  | to consideration  | tamily and      | □ When asked, the teacher can articulate the      |              |             |  |
|  | unicating with th |                 | will be addressed when assigning homework         |              |             |  |
| resources                                    |                   |                 | ways in which the students' family resources      |              |             |  |
|  | deration the stud | lents' family   | □ When asked, the teacher can articulate the      |              |             |  |
| -  | ing homework, t   |                 | schooling will be addressed                       |              |             |  |
| little support for                           | -                 |                 | environments that offer little support for        |              |             |  |
|  | home environm     | ents that offer | the needs of students who come from home          |              |             |  |
|  | vides for the nee |                 | $\Box$ When asked, the teacher can articulate how |              |             |  |
| Planning Evid                                |                   |                 | Teacher Evidence                                  |              |             |  |
|  |                   |                 |   |              | Applicable  |  |
|  |                   |                 |   |              | Using (0)   |  |
|  |                   |                 |   | O Beg        | inning (1)  |  |
|  |                   |                 |   | <b>O</b> Dev | eloping (2) |  |
|  |                   |                 |   | O App        | lying (3)   |  |
|  |                   |                 |   | O Inno       | ovating (4) |  |
|  |                   |                 |   |              |             |  |
|  |                   |                 |   |              |             |  |
|  |                   |                 |   |              |             |  |
|  |                   |                 |   |              |             |  |
| little support for schooling.                |                   |                 |   |              |             |  |
| who come from                                | home environm     | ents that offer |   |              |             |  |
| The teacher identifies the needs of students |                   |                 | Notes   |              |             |  |

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

© 2011 Robert J. Marzano

Appendix E

Teacher Domain 3

Reflecting on Teaching

# **Evaluating Personal Performance**

|  | 1. Identifying Areas of Pedagogical Strength and Weakness                                       |   |   |   |   |   |  |  |  |  |
|--|---|---|---|---|---|---|--|--|--|--|
| The teacher ide  | ntifies specific st   | <u>Notes</u>  |   |   |   |   |  |  |  |  |
| behaviors on w   | hich to improve   |   |   |   |   |   |  |  |  |  |
| (routine lesson  | segments, conter  | nt lesson   |   |   |   |   |  |  |  |  |
| segments, and s  | segments that are   | e enacted on the  |   |   |   |   |  |  |  |  |
| spot).   |   |   |   |   |   |   |  |  |  |  |
|  |   |   |   |   |   |   |  |  |  |  |
|  |   |   |   |   |   |   |  |  |  |  |
|  |   |   |   |   | JInno   | ovating (4)   |  |  |  |  |
|  |   |   |   |   |   | <b>U</b>  |  |  |  |  |
|  |   |   |   |   |   | lying (3)   |  |  |  |  |
|  |   |   |   |   |   | eloping (2)   |  |  |  |  |
|  |   |   |   |   | -   | inning (1)  |  |  |  |  |
|  |   |   |   |   |   | Using (0)   |  |  |  |  |
|  |   |   |   | (   | J Not   | Applicable  |  |  |  |  |
| Teacher Evide  |   | _   |   |   |   |   |  |  |  |  |
|  | □ The teacher identifies specific areas of strengths and weaknesses within Domain 1             |   |   |   |   |   |  |  |  |  |
| The teacher  | The teacher keeps track of specifically identified focus areas for improvement within Domain    |   |   |   |   |   |  |  |  |  |
| 1  |   |   |   |   |   |   |  |  |  |  |
| The teacher  | identifies and ke   | eps track of spec   | ific areas identifi   | ed based o  | on teac                                       | her interest  |  |  |  |  |
| within Domain  | 1   |   |   |   |   |   |  |  |  |  |
| □ When asked   | , the teacher can   | describe how spe  | ecific areas for in   | U When asked, the teacher can describe how specific areas for improvement are identified                                    |   |   |  |  |  |  |
| within Domain  | within Domain 1   |   |   |   |   |   |  |  |  |  |
| Scale  |   |   |   |   |   |   |  |  |  |  |
| Scale  | 1   |   |   | _   |   |   |  |  |  |  |
| Scale  | Innovating  | Applying  | Developing  | Beginn  |   | Not Using   |  |  |  |  |
| Scale  |   | Applying<br>(3)   | (2)   | Beginn<br>(1)   |   |   |  |  |  |  |
| Identifying  | Innovating<br>(4)<br>The teacher is   | (3)<br>The teacher  | (2) The teacher   | (1)<br>The teach  | i <b>ng</b><br>ner                            | Not Using<br>(0)<br>The teacher   |  |  |  |  |
| Identifying<br>areas of                                | Innovating<br>(4)<br>The teacher is<br>a recognized   | (3)<br>The teacher<br>identifies  | (2)<br>The teacher<br>identifies  | (1)<br>The teach<br>attempts  | ing<br>ner<br>to                              | Not Using<br>(0)<br>The teacher<br>makes no                               |  |  |  |  |
| Identifying<br>areas of<br>pedagogical                 | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in                                | (3)<br>The teacher<br>identifies<br>specific  | (2)<br>The teacher<br>identifies<br>specific  | (1)<br>The teach<br>attempts<br>perform t   | ing<br>her<br>to<br>this                      | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to                 |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others              | (3)<br>The teacher<br>identifies<br>specific<br>strategies and  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and  | (1)<br>The teach<br>attempts<br>perform t<br>activity b   | ing<br>her<br>to<br>this                      | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical                 | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on  | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not   | ing<br>her<br>to<br>this                      | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to                 |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others              | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to  | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually   | ing<br>ner<br>to<br>this<br>but               | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but   | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete                                 | ing<br>ner<br>to<br>this<br>but               | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from<br>routine lesson  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to  | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete<br>follow                       | ing<br>ner<br>to<br>this<br>but               | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from  | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but<br>does not   | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete                                 | ing<br>ner<br>to<br>this<br>but               | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from<br>routine lesson<br>segments,   | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but<br>does not<br>select the   | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete<br>follow<br>through v          | ing<br>ner<br>to<br>this<br>but<br>or<br>with | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from<br>routine lesson<br>segments,<br>content lesson   | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but<br>does not<br>select the<br>strategies and   | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete<br>follow<br>through w<br>these | ing<br>ner<br>to<br>this<br>but<br>or<br>with | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from<br>routine lesson<br>segments,<br>content lesson<br>segments and<br>segments that<br>are enacted | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but<br>does not<br>select the<br>strategies and<br>behaviors that<br>are most<br>useful for his | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete<br>follow<br>through w<br>these | ing<br>ner<br>to<br>this<br>but<br>or<br>with | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |
| Identifying<br>areas of<br>pedagogical<br>strength and | Innovating<br>(4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this | (3)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve from<br>routine lesson<br>segments,<br>content lesson<br>segments and<br>segments that                | (2)<br>The teacher<br>identifies<br>specific<br>strategies and<br>behaviors on<br>which to<br>improve but<br>does not<br>select the<br>strategies and<br>behaviors that<br>are most                   | (1)<br>The teach<br>attempts<br>perform t<br>activity b<br>does not<br>actually<br>complete<br>follow<br>through w<br>these | ing<br>ner<br>to<br>this<br>but<br>or<br>with | Not Using<br>(0)<br>The teacher<br>makes no<br>attempt to<br>perform this |  |  |  |  |

Appendix E: Teacher Domain 3—Reflecting on Teaching

© 2011 Robert J. Marzano

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

### **Teacher Evidence**

The teacher gathers and keeps records of his or her evaluations of individual lessons and units
 When asked, the teacher can explain the strengths and weaknesses of specific lessons and units

 $\Box$  When asked, the teacher can explain the alignment of the assessment tasks and the learning goals

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

Scale

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

Appendix E: Teacher Domain 3—Reflecting on Teaching

© 2011 Robert J. Marzano

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

## **Teacher Evidence**

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

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

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

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

Appendix E: Teacher Domain 3-Reflecting on Teaching

## **Developing and Implementing a Professional Growth Plan**

| 1. Developing a Written Growth and Development Plan      |                      |                   |                 |                   |                  |  |  |
|--|----------------------|-------------------|-----------------|-------------------|------------------|--|--|
| The teacher develops a written professional <u>Notes</u> |                      |                   |                 |                   |                  |  |  |
| growth and development plan with specific and            |                      |                   |                 |                   |                  |  |  |
| measureable go   | als, action steps,   | manageable        |                 |                   |                  |  |  |
| timelines, and a   | ppropriate resou     |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
|  |                      |                   |                 |                   |                  |  |  |
| O Innovating (4)   |                      |                   |                 |                   | ovating (4)      |  |  |
|  |                      |                   |                 | O Applying (3)    |                  |  |  |
|  |                      |                   |                 |                   | O Developing (2) |  |  |
|  |                      |                   |                 |                   | ginning (1)      |  |  |
|  |                      |                   |                 | -                 | Using (0)        |  |  |
|  |                      |                   |                 |                   | Applicable       |  |  |
| Teacher Evide  | Teacher Evidence     |                   |                 |                   |                  |  |  |
|  | constructs a grow    | th plan that out  | ines measurable | goals, action ste | ps, manageable   |  |  |
|  | ppropriate resour    | -                 |                 |                   |                  |  |  |
| □ When asked   | , the teacher can    | describe the prof | essional growth | plan using speci  | fic and          |  |  |
|  | lls, action steps, r | -                 |                 |                   |                  |  |  |
| Scale  |                      |                   |                 |                   |                  |  |  |
|  | Innovating           | Applying          | Developing      | Beginning         | Not Using        |  |  |
|  | (4)                  | (3)               | (2)             | (1)               | (0)              |  |  |
| Developing a   | The teacher is       | The teacher       | The teacher     | The teacher       | The              |  |  |
| written  | a recognized         | develops a        | develops a      | attempts to       | teacher          |  |  |
| growth and   | leader in            | written           | written         | perform this      | makes            |  |  |

professional

growth and

development

plan but does

not articulate

clear and

steps,

measurable

goals, action

timelines and appropriate resources.

Marzano Research Laboratory

with this

activity.

helping others

Appendix E: Teacher Domain 3-Reflecting on Teaching

professional

growth and

plan with

clear and

steps,

measurable

goals, actions

timelines and

resources.

development

plan

development

© 2011 Robert J. Marzano

attempt

perform

activity.

no

to

this

activity but

complete or

through with

does not

actually

follow

these

attempts.

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

### **Teacher Evidence**

a

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

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

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

Appendix E: Teacher Domain 3—Reflecting on Teaching

Appendix F

Teacher Domain 4

Collegiality and Professionalism

## **Promoting a Positive Environment**

| The teacher interacts with other teachers in a positive manner to promote and support student learning.       Notes         Student learning.       Innovating (4)         Applying (3)       Developing (2)         Beginning (1)       Not Using (0)         Not Using (0)       Not Applicable         The teacher works cooperatively with appropriate school personnel to address issues that impact student learning       The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust         The teacher accesses available expertise and resources to support students' learning needs         When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning         When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers            |
|---|
| student learning.          student learning.       Innovating (4)         Applying (3)       Applying (3)         Developing (2)       Beginning (1)         Not Using (0)       Not Using (0)         Not Applicable       Not Applicable         Teacher Evidence       Not Applicable         The teacher works cooperatively with appropriate school personnel to address issues that impact student learning       Not Applicable         The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust       Inte teacher accesses available expertise and resources to support students' learning needs         When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning       When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers |
| student learning.         Innovating (4)         Applying (3)         Developing (2)         Beginning (1)         Not Using (0)         Not Applicable    Teacher Evidence          The teacher works cooperatively with appropriate school personnel to address issues that impact student learning          The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust         The teacher accesses available expertise and resources to support students' learning needs         When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning         When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers  |
| <ul> <li>Applying (3)</li> <li>Developing (2)</li> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| <ul> <li>Applying (3)</li> <li>Developing (2)</li> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| <ul> <li>Applying (3)</li> <li>Developing (2)</li> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| <ul> <li>Developing (2)</li> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers  |
| <ul> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers  |
| <ul> <li>Beginning (1)</li> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning           When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers  |
| <ul> <li>Not Using (0)</li> <li>Not Applicable</li> </ul> Teacher Evidence           The teacher works cooperatively with appropriate school personnel to address issues that impact student learning           The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust           The teacher accesses available expertise and resources to support students' learning needs           When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| Teacher Evidence         The teacher works cooperatively with appropriate school personnel to address issues that impact student learning         The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust         The teacher accesses available expertise and resources to support students' learning needs         When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning         When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| Teacher Evidence  The teacher works cooperatively with appropriate school personnel to address issues that impact student learning  The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers   |
| <ul> <li>The teacher works cooperatively with appropriate school personnel to address issues that impact student learning</li> <li>The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</li> <li>The teacher accesses available expertise and resources to support students' learning needs</li> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>  |
| <ul> <li>impact student learning</li> <li>The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</li> <li>The teacher accesses available expertise and resources to support students' learning needs</li> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>   |
| <ul> <li>The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</li> <li>The teacher accesses available expertise and resources to support students' learning needs</li> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>  |
| <ul> <li>respect, flexibility, fairness and trust</li> <li>The teacher accesses available expertise and resources to support students' learning needs</li> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>   |
| <ul> <li>The teacher accesses available expertise and resources to support students' learning needs</li> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>   |
| <ul> <li>When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</li> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>   |
| colleagues to promote and support student learning <ul> <li>When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</li> </ul>   |
| □ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers  |
| conversations about other teachers  |
|   |
| Scale   |
|   |
| Innovating Applying Developing Beginning Not Using  |
| (4)(3)(2)(1)(0)PromotingThe teacher isThe teacherThe teacherThe teacher   |
| 0   |
| positivea recognizedinteracts withinteracts withattempts tomakes nointeractionsleader inotherotherperform thisattempt to  |
| <b>about</b> helping others colleagues in colleagues in activity but perform this   |
| <b>colleagues</b> with this a positive a positive does not activity.  |
| activity. manner to manner to actually  |
| promote and promote and complete or   |
| support support follow  |
| student student through with  |
| learning and learning but these   |
| helps to does not help attempts.  |
| extinguish extinguish   |
| negative negative<br>conversations conversations  |
| about other about other   |
| teachers. teachers.   |

Appendix F: Teacher Domain 4—Collegiality and Professionalism

| 2. Promoting Positive Interactions About Students and Parents  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| The teacher interacts with students and parents  | Notes  |  |  |  |  |  |
| in a positive manner to foster learning and  | O Innovating (4)                             |  |  |  |  |  |
| promote positive home/school relationships. O Applying (3)   |  |  |  |  |  |  |
|  | O Developing (2)                             |  |  |  |  |  |
|  | <b>O</b> Beginning (1)                       |  |  |  |  |  |
|  | O Not Using (0)                              |  |  |  |  |  |
|  | O Not Applicable                             |  |  |  |  |  |
| Teacher Evidence   |  |  |  |  |  |  |
| <ul> <li>The teacher fosters collaborative partnerships<br/>manner that demonstrates integrity, confidentiali</li> <li>The teacher ensures consistent and timely con<br/>expectations, progress and/or concerns</li> </ul> | ty, respect, flexibility, fairness and trust |  |  |  |  |  |
| The teacher encourages parent involvement in   | classroom and school activities              |  |  |  |  |  |
| ☐ The teacher demonstrates awareness and sens backgrounds of families  | itivity to social, cultural and language     |  |  |  |  |  |
| □ The teacher uses multiple means and modaliti   | es to communicate with families              |  |  |  |  |  |
| $\Box$ The teacher responds to requests for support,   | assistance and/or clarification promptly     |  |  |  |  |  |
| □ When asked, the teacher can describe instance students and parents.  | es when he or she interacted positively with |  |  |  |  |  |

□ When asked, students and parents can describe how the teacher interacted positively with them

The teacher respects and maintains confidentiality of student/family information

□ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

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

| 1. Seeking Me                           | ntorship for Are  | eas of Need or In           | nterest                        |                      |                   |  |  |
|---|-------------------|-----------------------------|--------------------------------|----------------------|-------------------|--|--|
|   | ks help and inpu  |                             | Notes                          |                      |                   |  |  |
| colleagues regarding specific classroom |                   |                             |                                |                      |                   |  |  |
| strategies and b                        | ehaviors.         |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      |                   |  |  |
|   |                   |                             |                                |                      | novating (4)      |  |  |
|   |                   |                             |                                |                      | oplying (3)       |  |  |
|   |                   |                             |                                |                      | eveloping (2)     |  |  |
|   |                   |                             |                                |                      | eginning (1)      |  |  |
|   |                   |                             |                                |                      | ot Using (0)      |  |  |
|   |                   |                             |                                |                      | ot Applicable     |  |  |
|   | Teacher Evidence  |                             |                                |                      |                   |  |  |
|   | keeps track of sp | ecific situations           | during which he                | or she has soug      | ght mentorship    |  |  |
| from others                             |                   |                             |                                |                      |                   |  |  |
|   | actively seeks he |                             |                                | -                    | •                 |  |  |
|   | actively seeks he | lp and input from           | n appropriate sch              | lool personnel       | to address issues |  |  |
| that impact inst                        |                   |                             |                                |                      |                   |  |  |
|   | , the teacher can | describe how he             | or she seeks inpu              | it from colleag      | ues regarding     |  |  |
| issues that impa                        | act instruction   |                             |                                |                      |                   |  |  |
|   | Innovating        | Applying                    | Developing                     | Beginning            | Not Using         |  |  |
|   | (4)               | (3)                         | (2)                            | (1)                  | (0)               |  |  |
| Seeking                                 | The teacher is    | The teacher                 | The teacher                    | The teacher          | The teacher       |  |  |
| mentorship                              | a recognized      | seeks help                  | seeks help                     | attempts to          | makes no          |  |  |
| for areas of                            | leader in         | and                         | and                            | perform this         | attempt to        |  |  |
| need or                                 | helping others    | mentorship                  | mentorship                     | activity but         | perform this      |  |  |
| interest                                | with this         | from                        | from<br>colleagues but         | does not             | activity.         |  |  |
|   | activity.         | colleagues<br>regarding     | not at a                       | actually complete or |                   |  |  |
|   |                   | specific                    | specific                       | follow               |                   |  |  |
| 1                                       |                   | ~~~~                        | ~~~~                           |                      |                   |  |  |
|   |                   | classroom                   | enough level                   | through with         |                   |  |  |
|   |                   | classroom<br>strategies and | enough level<br>to enhance his | through with these   |                   |  |  |
|   |                   |                             | to enhance his<br>or her       | -                    |                   |  |  |
|   |                   | strategies and              | to enhance his                 | these                |                   |  |  |

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

### **Teacher Evidence**

The teacher keeps tracks of specific situations during which he or she mentored other teachers
 The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways

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

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

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

# **Promoting District and School Development**

| 1. Adhering to                       | 1. Adhering to District and School Rules and Procedures |                     |                   |                          |                        |  |  |
|--------------------------------------|---|---------------------|-------------------|--------------------------|------------------------|--|--|
| The teacher is a                     | ware of the distr                                       | ict's and           | Notes             |                          |                        |  |  |
| school's rules a                     | nd procedures ar  | nd adheres to       |                   |                          |                        |  |  |
| them.                                |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          |                        |  |  |
| O Innovating (4)                     |   |                     |                   |                          |                        |  |  |
|                                      |   |                     |                   |                          | olying (3)             |  |  |
|                                      |   |                     |                   |                          | eloping (2)            |  |  |
| O Beginning (1)                      |   |                     |                   |                          |                        |  |  |
| O Not Using (0)                      |   |                     |                   |                          | -                      |  |  |
|                                      |   |                     |                   |                          | Applicable             |  |  |
| Teacher Evide                        | Teacher Evidence  |                     |                   |                          |                        |  |  |
| The teacher performs assigned duties |   |                     |                   |                          |                        |  |  |
| The teacher                          | follows policies,                                       | regulations and     | procedures        |                          |                        |  |  |
| ☐ The teacher                        | maintains accura  | te records (stude   | nt progress, com  | pletion of assign        | ments, non-            |  |  |
| instructional rea                    |   |                     |                   |                          |                        |  |  |
| ☐ The teacher :                      | fulfills responsib                                      | ilities in a timely | manner            |                          |                        |  |  |
| □ The teacher                        | understands lega  | l issues related to | students and fai  | milies                   |                        |  |  |
| ☐ The teacher                        | demonstrates per  | sonal integrity     |                   |                          |                        |  |  |
| ☐ The teacher ]                      | keeps track of sp                                       | ecific situations   | in which he or sh | ne adheres to rule       | es and                 |  |  |
| procedures                           |   |                     |                   |                          |                        |  |  |
| Scale                                |   |                     |                   |                          |                        |  |  |
|                                      | Innovating  | Applying            | Developing        | Beginning                | Not Using              |  |  |
|                                      | (4)   | (3)                 | (2)               | (1)                      | (0)                    |  |  |
| Adhering to                          | The teacher is  | The teacher is      | The teacher is    | The teacher              | The teacher            |  |  |
| district and                         | a recognized  | aware of            | aware of          | attempts to              | makes no               |  |  |
| school rules                         | leader in   | district and        | district and      | perform this             | attempt to             |  |  |
| and<br>procedures                    | helping others with this                                | school rules and    | school rules and  | activity but<br>does not | perform this activity. |  |  |
| procedures                           | activity.   | procedures          | procedures        | actually                 | activity.              |  |  |
|                                      | activity.   | and adheres         | but does not      | complete or              |                        |  |  |
|                                      |   | to them.            | adhere to all     | follow                   |                        |  |  |
|                                      |   |                     | of these rules    | through with             |                        |  |  |
|                                      |   |                     | and               | these                    |                        |  |  |
|                                      |   |                     | procedures.       | attempts.                |                        |  |  |

Appendix F: Teacher Domain 4—Collegiality and Professionalism

© 2011 Robert J. Marzano

| 2. Participating in District and School Initiatives   |  |   |  |  |   |  |  |
|---|--|---|--|--|---|--|--|
| school's initiati   | aware of the distr<br>ives and participa<br>h his or her talen                                 | ites in them in   | Notes  |  |   |  |  |
|   |  |   |  | <ul><li>O App</li><li>O Dev</li><li>O Beg</li><li>O Not</li></ul>  | ovating (4)<br>olying (3)<br>veloping (2)<br>sinning (1)<br>Using (0) |  |  |
| Teacher Evide   |  |   |  | O Not  | Applicable  |  |  |
| <ul> <li>The teacher</li> <li>The teacher</li> <li>The teacher</li> <li>district initiativ</li> </ul> | , the teacher can  | aff development<br>school and distr<br>pecific situations   | opportunities<br>ict improvement<br>s in which he or s   | he has participat  |   |  |  |
|   | Innovating<br>(4)  | Applying<br>(3)   | Developing<br>(2)  | Beginning (1)  | Not Using<br>(0)  |  |  |
| Participating<br>in district<br>and school<br>initiatives   | (4)<br>The teacher is<br>a recognized<br>leader in<br>helping others<br>with this<br>activity. | The teacher is<br>aware of the<br>district's and<br>school's<br>initiatives and<br>participates in<br>them in<br>accordance<br>with his or<br>her talents<br>and<br>availability. | (2)<br>The teacher is<br>aware of the<br>district's and<br>school's<br>initiatives but<br>does not<br>participate in<br>them in<br>accordance<br>with his or<br>her talents<br>and | (1)<br>The teacher<br>attempts to<br>perform this<br>activity but<br>does not<br>actually<br>complete or<br>follow<br>through with<br>these<br>attempts. | The teacher<br>makes no<br>attempt to<br>perform this<br>activity.    |  |  |