Lesson Segments Involving Routine Events

DQ1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence
- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence
- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

2. Tracking Student Progress
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence
- Teacher helps students track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence
- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

3. Celebrating Student Success
The teacher provides students with recognition of their current status & their knowledge gain relative to the learning goal.

Teacher Evidence
- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

Student Evidence
- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

Notes:
Lesson Segments Involving Routine Events

DQ6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

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 or procedure should be used

Student Evidence
- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

5. Organizing the Physical Layout of the Classroom for Learning
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Teacher Evidence
- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

Student Evidence
- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

Notes:
Lesson Segments Addressing Content

DQ2: What will I do to help students effectively interact with new knowledge

6. Identifying Critical Information
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence
- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
  - Tone of voice
  - Body position
  - Level of excitement

Student Evidence
- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

7. Organizing Students to Interact with New Knowledge
The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence
- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
  - Diads
  - Triads
  - Small groups up to about 5

Student Evidence
- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

8. Previewing New Content
The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence
- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
  - Anecdotes
  - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence
- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

Notes:
Lesson Segments Addressing Content

Domain 4: Colleaguality and Professionalism

55. Demonstrates Positive Interactions with Colleagues
The teacher interacts with other teachers in a positive manner to promote and support student learning.

**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

56. Demonstrates Positive Interactions with Students and Parents
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

**Teacher Evidence**
The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust

The teacher ensures consistent and timely communications with parents regarding student expectations, progress, or concerns

The teacher encourages parent involvement in classroom and school activities

The teacher demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families

The teacher uses multiple means and modalities to communicate with families

The teacher responds to requests for support, assistance, and/or clarification promptly

The teacher respects and maintains confidentiality of student/family information

When asked, the teacher can describe instances when he or she interacted positively with students and parents

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

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

57. Seeking Mentorships for Areas of Need or Interest
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

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

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

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

58. Mentoring Other Teachers and Sharing Ideas and Strategies
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors

**Teacher Evidence**
The teacher keeps track of specific situations during which he or she mentored other teachers

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

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

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

59. Adhering to District and School Rules and Procedures
The teacher is aware of the district’s and school’s rules and procedures and adheres to them

**Teacher Evidence**
The teacher performs assigned duties

The teacher follows policies, regulations, and procedures

The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)

The teacher fulfills responsibilities in a timely manner

The teacher understands legal issues related to students and families

The teacher demonstrates personal integrity

When asked, the teacher can describe specific situations in which he or she adheres to rules and procedures

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DQ2: What will I do to help students effectively interact with new knowledge?

9. Chunking Content
Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

**Teacher Evidence**
Teacher stops at strategic points in a verbal presentation

While playing a video tape, the teacher turns the tape off at key junctures

While providing a demonstration, the teacher stops at strategic points

While students are reading information or stories orally as a class, the teacher stops at strategic points

**Student Evidence**
When asked, students can explain why the teacher is stopping at various points

Students appear to know what is expected of them when the teacher stops at strategic points

10. Processing of New Information With Students
During breaks in the presentation of content, the teacher engages students in actively processing new information.

**Teacher Evidence**
Teacher has group members summarize new information

Teacher employs formal group processing strategies

- Jigsaw
- Reciprocal Teaching
- Concept attainment

**Student Evidence**
When asked, students can explain what they have just learned

Students volunteer predictions

Students voluntarily ask clarification questions

Groups are actively discussing the content

- Group members ask each other and answer questions about the information
- Group members make predictions about what they expect next

11. Elaborating on New Information
The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

**Teacher Evidence**
Teacher asks explicit questions that require students to make elaborative inferences about the content

Teacher presents situations or problems that require inferences

**Student Evidence**
Students volunteer answers to inferential questions

Students provide explanations and “proofs” for inferences

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Notes:
Lesson Segments Addressing Content

DQ2: What will I do to help students effectively interact with new knowledge?

12. Recording and Representing Knowledge
The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence
Teacher asks students to summarize the information they have learned
Teacher asks students to generate notes that identify critical information in the content
Teacher asks students to create nonlinguistic representations for new content
- Graphic organizers
- Pictures
- Pictographs
- Flow charts

Student Evidence
- Students’ summaries and notes include critical content
- Students’ nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

13. Reflecting on Learning
The teacher engages students in activities that help them reflect on their learning and learning process.

Teacher Evidence
Teacher asks students to state or record what they are clear about and what they are confused about
Teacher asks students to state or record how hard they tried
Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence
- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they did to enhance their learning

Notes:

Domain 3: Reflecting on Teaching

50. Identifying Areas of Pedagogical Strength and Weakness
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Teacher Evidence
- The teacher identifies specific areas of strengths and weakness within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

51. Evaluating the Effectiveness of Individual Lessons and Units
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Teacher Evidence
- The teacher gathers and keeps records of his or her evaluations for individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

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

53. Developing a Written Growth and Development Plan
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

Teacher Evidence
- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

54. Monitoring Progress Relative to the Professional Growth and Development Plan
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Teacher Evidence
- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
46. Use of Available Technology
The teacher identifies the use of available technology that can enhance students’ understanding of content in a lesson or unit.

Planning Evidence
The plan identifies available technology that will be used
- Interactive whiteboards
- Response systems
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion boards

The plan identifies how the technology will be used to enhance student learning

Teacher Evidence
When asked, the teacher can describe the technology that will be used
When asked, the teacher can articulate how the technology will be used to enhance student learning

47. Needs of English Language Learners
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made for individual ELL students or groups within a lesson

Planning Evidence
The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
The plan identifies the adaptations that must be made for individual ELL students within a unit of instruction

Teacher Evidence
When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

48. Needs of Special Education Students
The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education

Planning Evidence
The plan describes accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson
The plan describes accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a unit of instruction

Teacher Evidence
When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to their IEP for a lesson
When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

49. Needs of Students Who Lack Support for Schooling
The teacher identifies the needs of students who come from home environments that offer little support for schooling

Planning Evidence
The plan provides for the needs of students who come from home environments that offer little support for schooling
When assigning homework, the teacher takes into consideration the students’ family resources
When communicating with the home, the teacher takes into consideration family and resources

Teacher Evidence
When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
When asked, the teacher can articulate the ways in which the students’ family resources will be addressed when assigning homework
When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

DQ3: What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content
The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence
Teacher begins the lesson with a brief review of content
Teacher uses specific strategies to review information
- Summary
- Problem that must be solved using previous information
- Questions that require a review of content
- Demonstration
- Brief practice test or exercise

Student Evidence
When asked, students can describe the previous content on which new lesson is based
Student responses to class activities indicate that they recall previous content

15. Organizing Students to Practice and Deepen Knowledge
The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence
Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence
When asked, students explain how the group work supports their learning
While in groups students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
- Asking each other questions
- Obtaining feedback from their peers

Notes:
Lesson Segments Addressing Content

DQ3: What will I do to help students practice and deepen their understanding of new knowledge?

16. Using Homework
When appropriate (as opposed to routinely) the teacher designs homework to deepen students’ knowledge of informational content or, practice a skill, strategy, or process.

**Teacher Evidence**
- Teacher communicates a clear purpose for homework.
- Teacher extends an activity that was begun in class to provide students with more time.
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge.

**Student Evidence**
- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process.
- Students ask clarifying questions of the homework that help them understand its purpose.

17. Examining Similarities and Differences
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

**Teacher Evidence**
- Teacher engages students in activities that require students to examine similarities and differences between content.
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content.
  - Ask students to summarize what they have learned from the activity.
  - Ask students to explain how the activity has added to their understanding.

**Student Evidence**
- Student artifacts indicate that their knowledge has been extended as a result of the activity.
- When asked about the activity, student responses indicate that they have deepened their understanding.
- Student artifacts indicate that they can identify similarities and differences.

Notes:
Lesson Segments Enacted on the Spot

DQ9: What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for All Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Teacher Evidence

When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students.

The teacher provides low expectancy with nonverbal indications that they are valued and respected:

- Makes eye contact
- Smiles
- Makes appropriate physical contact

The teacher provides low expectancy students with verbal indications that they are valued and respected:

- Playful dialogue
- Addressing students in a manner they view as respectful

Teacher does not allow negative comments about low expectancy students

Student Evidence

When asked, students say that the teacher cares for all students

Students treat each other with respect

40. Asking Questions of All Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence

Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students

Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence

When asked, students say the teacher expects everyone to participate

When asked, students say the teacher asks difficult questions of every student

41. Probing Incorrect Answers with All Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

Teacher asks low expectancy students to further explain their answers when they are incorrect

Teacher rephrases questions for low expectancy students when they provide an incorrect answer

Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly

When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

When asked, students say that the teacher won’t “let you off the hook” or “won’t give up on you”

When asked, students say the teacher helps them answer questions successfully

Notes:

Lesson Segments Addressing Content

DQ3: What will I do to help students practice and deepen their understanding of new knowledge?

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

Teacher asks students to examine information for errors or informal fallacies

- Faulty logic
- Attacks
- Weak reference
- Misinformation

Teacher asks students to examine the strength of support presented for a claim

- Statement of a clear claim
- Evidence for the claim presented
- Qualifiers presented showing exceptions to the claim

Student Evidence

When asked, students can describe errors or informal fallacies in information

When asked, students can explain the overall structure of an argument presented to support a claim

Student artifacts indicate that they can identify errors in reasoning

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process

- Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

Students perform the skill, strategy, or process with increased confidence

Students perform the skill, strategy, or process with increased competence

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

Teacher asks students to examine previous entries in their academic notebooks or notes

Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content

Teacher has students explain how their understanding has changed

Student Evidence

Students make corrections to information previously recorded about content

When asked, students can explain previous errors or misconceptions they had about content

Notes:
Lesson Segments Addressing Content

DQ4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses

Teacher Evidence
- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

Student Evidence
- When asked, students can describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Student use group activities to help them generate and test hypotheses

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses

Teacher Evidence
- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence
- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

23. Providing Students with Resources and Guidance*
The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence
- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence
- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Notes:

Lesson Segments Enacted on the Spot

DQ8: What will I do to establish and maintain effective relationships with students?

36. Acknowledging Students’ Interests and Backgrounds*
The teacher uses students’ interests and background to produce a climate of acceptance and community.

Teacher Evidence
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

Student Evidence
- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked, students say they feel accepted

37. Exhibiting Rapport and Understanding with Students*
When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence
- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher smiles, nods, (etc.) at students when appropriate
- Teacher puts hand on students’ shoulders when appropriate

Student Evidence
- When asked, students describe the teacher as someone who cares for them
- Students respond to the teacher’s verbal interactions
- Students respond to the teacher’s nonverbal interactions

38. Displaying Objectivity and Control
The teacher behaves in an objective and controlled manner.

Teacher Evidence
- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

Student Evidence
- Students are settled by the teacher’s calm demeanor
- When asked, students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say the teacher does not hold grudges or take things personally

Notes:
Lesson Segments Enacted on the Spot

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating “Withitness” The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Teacher Evidence
- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

Student Evidence
- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

34. Applying Consequences for Lack of Adherence to Rules and Procedures The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence
- Teacher provides nonverbal signals when students’ behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- Teacher provides verbal signals when students’ behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

35. Acknowledging Adherence to Rules and Procedures The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence
- Teacher provides nonverbal signals that a rule or procedure has been followed:
  - Smile
  - Nod of head
  - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

Student Evidence
- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe their thinking about specific questions posed by the teacher
- The number of students adhering to rules and procedures increases

Notes:

Lesson Segments Enacted on the Spot

DQ5: What will I do to engage students?

24. Noticing & Reacting When Students are Not Engaged The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence
- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

Student Evidence
- Students appear aware of the fact that the teacher is taking note of their level of engagement
- Students try to increase their level of engagement when prompted
- When asked, students explain that the teacher expects high levels of engagement

25. Using Academic Games The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence
- Teacher uses structured games such as Jeopardy, Family Feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

Student Evidence
- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

26. Managing Response Rates The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence
- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students’ responses
- Teacher uses response chaining

Student Evidence
- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

Notes:
Lesson Segments Enacted on the Spot

DQ5: What will I do to engage students?

27. Using Physical Movement
The teacher uses physical movement to maintain student engagement.

**Teacher Evidence**
Teacher has students stand up and stretch or related activities when their energy is low
Teacher uses activities that require students to physically move to respond to questions
- Vote with your feet
- Go to the part of the room that represents the answer you agree with
Teacher uses give-one-get-one activities that require students to move about the room

**Student Evidence**
Students appear aware of the fact that the teacher is taking note of their level of engagement
Students try to increase their level of engagement when prompted
When asked, students explain that the teacher expects high levels of engagement

28. Maintaining a Lively Pace
The teacher uses pacing techniques to maintain students’ engagement.

**Teacher Evidence**
Teacher employs crisp transitions from one activity to another
Teacher alters pace appropriately (i.e. speeds up and slows down)

**Student Evidence**
Students quickly adapt to transitions and re-engage when a new activity is begun
When asked about the pace of the class, students describe it as not too fast or not too slow

29. Demonstrating Intensity and Enthusiasm
The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

**Teacher Evidence**
Teacher describes personal experiences that relate to the content
Teacher signals excitement for content by:
- Physical gestures
- Voice tone
- Dramatization of information
Teacher overtly adjusts energy level

**Student Evidence**
When asked, students say that the teacher “likes the content” and “likes teaching”
Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Notes:

Lesson Segments Enacted on the Spot

DQ5: What will I do to engage students?

30. Using Friendly Controversy Among Students (team talk)*
The teacher uses friendly controversy techniques to maintain student engagement.

**Teacher Evidence**
Teacher structures mini-debates about the content
Teacher has students examine multiple perspectives and opinions about the content
Teacher elicits different opinions on content from members of the class

**Student Evidence**
Students engage in friendly controversy activities with enhanced engagement
When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on
When asked, students explain how a friendly controversy activity helped them better understand the content

31. Providing Opportunities for Students to Appropriately Talk about Themselves*
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

**Teacher Evidence**
Teacher is aware of student interests and makes connections between theses interests and class content
Teacher structures activities that ask students to make connections between the content and their personal interests
When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

**Student Evidence**
Students engage in activities that require them to make connections between their personal interests and the content
When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

32. Presenting Unusual or Intriguing Information
The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

**Teacher Evidence**
Teacher systematically provides interesting facts and details about the content
Teacher encourages students to identify interesting information about the content
Teacher engages students in activities like “Believe it or not” about the content
Teacher uses guest speakers to provide unusual information about the content

**Student Evidence**
Students’ attention levels increase when unusual information makes them more interested in the content
When asked, students explain how the unusual information makes them more interested in the content

Notes: