Connection Document of Observable Behaviors designed to identify the observable behaviors that represent each of the elements in the Charlotte Danielson Teacher Performance Rubric.

To assist districts with the task of identifying observable behaviors aligned with the rubric, we have connected the elements in the rubric with the book *Instructional Practices That Maximize Student Achievement* (Ribas, Brady, Tamerat, Deane, Greer, Billings 2017).

Districts are encouraged to modify this document by adding their own district specific connections. Local assessments, local curriculum maps, pacing guides, local professional expectations are examples of the types of local connections that should be added to this guide. It has been found that greater specificity results in **a) teachers being better able to self-assess their teaching and independently improve performance b) more effective teacher collaborative conversations about how best to meet the needs of all students c) teachers having an easy access to S.M.A.R.T. goal actions steps for their educator plans d) administrators and coaches being able to provide teachers with more concrete assistance for growth and development e) greater consistency among evaluators in determining performance ratings during the supervision and evaluation process. In those instances where the observable behaviors reference page numbers they are from the book *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers (2017, Ribas, Brady, Tamerat, Deane, Billings, and Greer).* This document is provided as an initial framework. Districts should make it a living document by adding district specific curriculum, assessments, and other expectations related to the domains.**

Embedded Professional Development that results in Permanent, Positive Change

Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	Distinguished	Observable Behaviors
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	1. Teaches the content found in the Curriculum Frameworks and the Common Core. 2. Teaches the district prescribed curriculum for the population 3. Is able to explain the information and skills contained in the Curriculum Frameworks and the Common Core during discussions with supervisors and colleagues and in the district prescribed curriculum. 4. Is able to describe the specific pedagogy (in addition to the universal pedagogy found later in this and other Domains) for his or her student population.
Knowledge of prerequisite relationships	Teacher plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	1. Plans for activating previous learning gb. 49-54 2. Plans to connect to the real world and students' own lives gb 61-64 3. Plans use and connect to the essential questions gb 56-57 4. Plans strategies for reading content specific material gb 367-368 5. Math plans develop mathematical problem solvers gb 368-370 6. Plans show knowledge of the brain and reading gb 386-388 7. Plans show knowledge of the brain and mathematics 388-389 8. Plans show knowledge of the brain and arts 389-390 9. Plans show knowledge of learning systems theory and the brain gb 393-405
Knowledge of content related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline anticipating student misconceptions.	1. Plans reflect the appropriate selection of the strategies found later in this rubric and in chapters 1-7 of the instructional strategies book found in the domains 2 and 3.

Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Elements	Distinguished	Observable Behaviors
Knowledge of child and adolescent development	In, addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	1. Child development references selected by the district 2. Plans reflect knowledge of gender differences gb. 291-293, 392 3. (Chapter 8) The Brain and Student Learning 4. Uses age appropriate language 5. Uses learning contracts when appropriate gb 315-316
Knowledge of learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	1. Plans with attention to the three types of intelligence gb. 350-353 2. Plans with attention to growth mindset and grit gb 340-343, 347-362 3. Plans with attention to student socio-economic situations gb 349-350 4. Plans with attention to brain compatibility gb.394-400
Knowledge of students' skills, knowledge and language proficiency	Teacher displays understanding individual students' skills, knowledge and language proficiency and has a strategy for maintaining such information.	1. Plans using strategies for English language learners found in the essays on ELL-gb pp. I-11, 39, 77, 136, 210, 265, 334, 375, 412, 462, 512, 578 2. Plans reflect the strategies found in the book Instructional Practices That Maximize Student Achievement that are found in domains 2 and 3.
Knowledge of students' interests and cultural heritage.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	1. Strategies for English language learners found in the essays on ELL-gb pp. I-11, 39, 77, 136, 210, 265, 334, 375, 412, 462, 512, 578 2. Plans to connect to the real world and students' own lives gb 61-64 3. Plans reflect knowledge of cultural differences gb. 293-294
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	1. Plans using special education essays gb. I 10, 37, 75, 134, 208, 264, 332, 373, 409, 453, 508, 573 2. Uses learning contracts when appropriate gb 315-316

Domain 1: Planning and Preparation
Component 1c: Selecting Instructional Outcomes

Elements	Distinguished	Observable Behaviors
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	1. Plans demonstrate the stages of mastery gb. 2-4 2. Plans demonstrate an understanding and differences between high standards and high expectations gb 4-5 3. Plans with rigorous mastery objectives gb 11-13, 45-46 4. Uses a daily agenda the maximizes student learning gb 46-48 5. Plans with connecting to previous learning gb 49-56, connecting to the real world and students own lives gb 61-64
Clarity	All the outcomes are clearly, written in the form of student learning, and permit viable methods of assessment.	1. Uses the Ubd (standards, mastery based) planning Chapter 1 2. Plans are derived from essential questions gb.56-57 3. Explains homework orally and in writing at the outset of the lesson gb 48-49
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	1. Plans with rigorous mastery objectives gb 11-13, 45-46, essay on ELL 39 , essay on special education 37 2. Plans are derived from essential questions gb.56-57 3. Plans using the concepts of differentiated instruction, UDL, and Rti found in chapter 6
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	1. Choose outcomes based on the concepts of effective pre-assessment, self-assessment, formative and summative assessment found in Chapter 4

Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources

Elements	Distinguished	Observable Behaviors
Resources for classroom use	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews
Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	1. Evidence is seen in the materials and resources found in the room and used in the lesson 2. Evidence also obtained during teacher interviews

Domain 1: Planning and Preparation
Component 1e: Designing Coherent Instruction

Elements	Distinguished	Observable Behaviors
Learning activities	Learning activities are highly suitable to diverse learner and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	1. Chooses activities based on the knowledge of differentiated instruction, UDL, and Rti found in Chapter 6 2. Plans demonstrate knowledge of the seven components of motivation gb 341-357
Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	
Instructional groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Student to student interactions 1. Effective processing partners gb. 222-223, turn and talk, and other dyads 258-259 (embedded and monitored) 2. All 11 components of effective group work pp. 95-99 3. Questioning strategies that lead to students interacting with one and other during Q and A sessions as found in Domain 3b elements Quality of Questions and Discussion techniques. 4. Students are respectful of other students comments and ideas pp. 87-88 5. Creates a space that facilitate student to student contact gb 88-91

Elements	Distinguished	Observable Behaviors
Lesson and unit structure	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	1. Chapter 1: Standards-based Planning and Teaching 2. Standards-Base Unit planning gb 22-27 3. Uses essential questions (a.k.a. important concepts) gb 22, 52, 4. Teacher can explain how the skills taught in school transfer to life outside of school 5. Plans reflect attention to Blooms taxonomy gb 319-321 6. Essay on special education students gb. I 10, 37, 75, 134, 208, 264, 332, 373, 409, 453, 508, 573 and English language learners gb pp. I-11, 39, 77, 136, 210, 265, 334, 375, 412, 462, 512, 578. 7. (Chapter 1) Standards-Based Planning and Teaching 8. Differentiated instruction lesson planning gb 269-292 9. Mastery objectives gb. 11-13, 45-46 and their communication 10. Mastery objectives clearly posted, in mastery form (student friendly, observable, measureable). Plans for bringing them to students' attention at the outset of the lesson, at appropriate times during the lesson, and at the end of the lesson. Students can tell you what they are learning and why 11. Activators gb 49-56 12. Summarizers gb 67-73 13. 11 Areas of effective group work gb. 95-99 14. processing partners 222-223 and other dyad discussion strategies gb. 258 15. Provisioning materials gb. 95 16. Uses appropriate technology to increase student motivation and mastery

Domain 1: Planning and Preparation
Component 1f: Designing Student Assessments

Elements	Distinguished	Observable Behaviors
Congruence with instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.	1. Assessments align with mastery objectives- see sample lesson plans gb 28-34 and gb 283-287 2. Chapter 4 Teacher-Made, Local, State/Provincial, and National Assessments to Inform Instruction including pre-assessment, self-assessment, formative assessment, summative assessment, teacher made assessments 3. Chapter 5 Questioning, Dipsticking, and In the Moment "Short Cycle" Formative Assessment That Target Mastery
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	1. Chapter 4 Using Teacher-Made, Local, State/Provincial, and National Assessments to Inform Instruction including pre-assessment, self-assessment, formative assessment, summative assessment, teacher made assessments 2. Assessments align with mastery objectives- see sample lesson plans gb 28-34 and gb 283-287 3. Assessments align with essential questions gb 22, 52
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	1. Chapter 4 Teacher-Made, Local, State/Provincial, and National Assessments to Inform Instruction including pre-assessment, self-assessment, formative assessment, summative assessment, teacher made assessments 2. Chapter 5 Questioning, Dipsticking, and In the Moment "Short Cycle" Formative Assessment That Target Mastery
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	1. Chapter 4 pre-assessment, self-assessment, formative assessment, summative assessment, teacher made assessments 2. Chapter 5 Questioning, Dipsticking, and In the Moment "Short Cycle" Formative Assessment That Target Mastery

Connection Document Between the Charlotte Danielson Rubric and Specific, Observable Teaching Strategies

The purpose of this document is to align the Charlotte Danielson rubric descriptions with specific, observable, research based instructional practices.

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Elements	Distinguished	Observable Behaviors
Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	1. Teacher beliefs about student behavior gb. 82-83 2. Teacher team beliefs gb. 83-84 3. Creates, supports and maintains positive and healthy teacher to student relationships gb. 85-86 4. Social-Emotional development questions asked by teachers pp. 589-590 5. Responds to incorrect answers to questions in ways that don't deter future participation gb. 232-234 6. Supporting Shy, Anxious, and Introverted Students pp.235-236
Student interaction with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	1. Student Beliefs gb.83, 2. Group Self- Assessment Form for behavior in groups situations gb. 170 3. Teacher Assessment Rubric for an individual student's collaborative work skills gb.171 4. Teacher Assessment Rubric for the collaborative work skills of a group of students gb.172 5. Individual student's self-assessment form of his/her contributions to a group activity gb. 171 6. Foster an atmosphere in which there are positive student to student interactions and relationships gb. 87-88, effective turn and talk 258, processing partners gb. 222-223, and other dyads 258-259 7. Questions that develop social-emotional learning skills gb. 589-590 8. Nurturing positive student to student interaction with accountable talk gb 246-250 9. 11 Areas of effective group work gb. 95-99 10. processing partners 222-223 and other dyad discussion strategies gb. 258

Domain 2: The Classroom Environment
Component 2b: Establishing a Culture of Learning

Elements	Distinguished	Observable Behaviors
Importance of content	Students demonstrate through their active participation, curiosity and taking initiative that they value the importance of the content.	1. Exercise for Body and Mind gb. 44 2. Getting Enough Sleep gb. 44 3. Nutrition gb. 45 4. Creating a cognitive context that captures student interest at the outset with an agenda gb.46, essential question gb.56, mastery objectives gb.11-13, 45-46, activator gb. 49-54, piquing curiosity by giving homework gb. 48 and/or final assignment **at the outset of the lesson** gb.56 5. Teacher conveying passion and enthusiasm for the content gb.64 6. Seven components for Increasing Motivation gb.341-357 7. Connecting learning to the real world gb. 61-65 8. Training students in growth mindset and attribution theory gb. 355-362 9. Accountable talk gb. 246-250 10. Is able to explain the content of the curriculum framework and common core for the teacher's content area 11. Teaches the content taught in the district, state, and provincial frameworks

Elements	Distinguished	Observable Behaviors
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations of all students. Students appear to have internalized these expectations.	1. Planning lessons that articulate to students what they will know and be able to do chapter 1 2. Differentiate for high levels of mastery by all students gb. chapter 6 3. Overcoming student's deficit perspective gb. 342-343 4. Overcoming teacher beliefs about fixed intelligence and moving to a growth mindset gb. 346-362 5. Strategies that make students "smarter" gb. 362-370 6. Using differentiated instruction and universal design for learning that enable all students to achieve at high levels gb. 269-337 7. Models enthusiasm for the content gb. 64 8. Connects what students will know and be able to do in the lesson to the real world application gb. 61-63 9. Wait time 1 and 2 gb. 229-231 10. Using calling on patterns to allow for equitable contributions by students gb. 237-238 11. Increasing the cognitive complexity of questions gb. 238-240 12. Using higher order questions gb. 219-222 and questions that require making inferences gb.221, analyzing errors gb. 221, construct support gb. 221, and analyze perspectives gb. 222. 13. Draws out reticent students and students who answer "I don't know" and prompts students to answer with more depth gb. 225-227

Elements	Distinguished	Observable Behaviors
Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	1. Assessment for Learning gb. 140-144 2. Student self-assessment gb. 164-175 3. Rubrics that support teaching and learning by making success transparent gb. 180-188 4. Anchor papers, exemplars, and models to make success transparent gb. 192-198 5. Accountable talk and changing the quality of class discussions gb. 246-250 and 6. Cognitive coaching gb. 65-66 7. Students are able to tell an observer what components of the information and skills they are learning they have mastered and what remains for them to master. 8. Students produce their best quality work in school and homework

Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

Elements	Distinguished	Observable Behaviors
Management of instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	1. 11 Areas of effective group work gb. 95-99 2. processing partners gb. 222-223 and other dyad discussion strategies gb. 258 3. Group Self- Assessment Form for behavior in group situations gb. 170 4. Teacher Assessment Rubric for an individual student's collaborative work skills gb.171 5. Teacher Assessment Rubric for the collaborative work skills of a group of students gb.172 6. Individual student's self-assessment form of his/her contributions to a group activity gb. 173 7. Sample group work activities gb. 130-132
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	1. Rules, routines, and expectations gb.90-109 2. Transitions gb. 112 3. Consistency in classroom management gb. 121-122
Management of materials and supplies	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	1. Teacher provisioning gb. 95 2. See also Teaching Routines and Expectations gb. 94-95
Performance of non-instructional duties	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	1. The educator arrives for non-instructional responsibilities (e.g. hall duty, lunch duty, pep rally monitoring) on time and actively reinforces the schools expectations in these areas. 2. The educator consistently holds students accountable for building expectations (e.g. hat, phones, movement in the building, 3. The educator takes the attitude that all students are his or her students when it comes to insuring school rules and expectations are followed.

Elements	Distinguished	Observable Behaviors
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Working with Para-Educators or Instructional Assistants gb. 482-488

Domain 2: The Classroom Environment
Component 2d: Managing Students Behavior

Elements	Distinguished	Observable Behaviors
Expectations	Standards of conduct are clear for all students and appear to have been developed with student participation.	Gb. Chapter 3 The Social, Emotional, and Instructional, Components of Classroom Management
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	1. Students Self- Assess with the a) Assessment Form for Discussion Groups gb.170, Assessment Form for Collaborative Work Skills (for the individual) gb. 171, Assessment Form for Collaborative Work Skills (for the group) gb. 172, Assessment Form for My Contribution to Group Work gb. 173, 2. Student self-assessments of academic and behavior skills gb. 114-117 3. Classroom Arrangement and Teacher's Physical Proximity to prevent misbehavior gb. 88-90 4. Teacher Consistency of Management as a way to decrease misbehavior gb. 121-122 5. Understanding disabilities that can lead to misbehavior gb. 134-136

Elements	Distinguished	Observable Behaviors
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	1. Reinforcement of Appropriate Behavior and Consequences for Inappropriate Behavior gb. 117-120 2. Breaking the cycle of low performance and misbehavior gb. 342-343 3. Engaging teaching as a way to prevent misbehavior gb. 120-121 4. The impact of teacher relationships in preventing misbehavior gb. 85-86 and pp. 344-346 5. Obtaining, Maintaining, and Regaining Student Attention Strategies gb. 110-112

Domain 2: The Classroom Environment
Component 2e: Organizing Physical Space

Elements	Distinguished	Observable Behaviors
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	Chapter 3 The Social, Emotional, and Instructional Components of Classroom Management
Arrangement of furniture and use of physical resources	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	Arranging the Classroom Space and the Teacher's Proximity to the Students gb.88-91

Domain 3: Instruction
Component 3a: Communicating with Students

Elements	Distinguished	Observable Behaviors
Expectations for learning	Teacher makes a purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student's interests.	1. Communicating essential questions gb 20,27-33, 56-57 2. Communicating mastery objectives gb 10-13, gb 45-48 3. Connects to the real world and students' own lives gb 61-64 4. Teacher understands the difference between high expectations and high standards and the importance of both gb 4-5
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	1. Issue directions one step at a time gb 64-65 2. Cognitive coaching gb 65-66 3. Uses clear, focused language gb 226 4. Teacher understands the levels of mastery gb 1-3 5. Use the group questions strategies to facilitate peer check of understanding of directions gb 237
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	1. Connects to students prior learning with activators gb 49-55 2. Strategies for Beginning a Unit gb 55-57 3. Teaching for transfer gb 58-59 4. Connects to the real world and students' own lives gb 61-64 5. Conveys passion and enthusiasm gb 64 6. Uses processing partners gb 222-223 and other dyad (.e.g. turn and talk) discussion techniques 258 to have students explain directions in their own words 7. Group work that optimizes the opportunity for students to learn from one another – 11 areas of effective group work gb 995-99

Elements	Distinguished	Observable Behaviors
Use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	1. Uses clear, focused language gb 226 2. Using processing partners with key terms from the curriculum in the unit gb 222-223

Domain 3: Instruction
Component 3b: Using Questioning and Discussion Techniques

Elements	Distinguished	Observable Behaviors
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	1. Teacher has a clear purpose for the questions asked gb 214-215 2. Develops questions before class that focus on the lesson's purpose gb 217-220 3. Uses an appropriate blend of recall, comprehension, and higher order questions to support learning gb 218-221; gb 228-229 4. Questions to activate previous learning gb 117-218 5. Questions to deepen understanding gb 218-219 6. Appropriate questioning based on child development gb 238 7. Uses effective wait time I and II gb 229-231 8. Response to incorrect or partially correct answers gb 232-236 9. Clarity of questions gb 228-229

Elements	Distinguished	Observable Behaviors
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	1. Supports students' use of accountable talk gb 248-250 2. Avoids repeating students' responses (unless to clarify or if the teacher believes other students did not hear the response) gb 23 3. Uses wait time I and II to increase student comprehension and engagement gb 229-231 4. Uses processing partners gb 222-223 and other dyad (.e.g. turn and talk) discussion techniques 258 5. Uses peer assisted learning strategies such as interactive note-taking gb. 259, jig saw gb 259, Get the Gist gb 259, carousel braining storming, gb 260, numbered heads, gb 260, agree/disagree gb 260, Hot Seat 20 questions gb 261, student generated test questions gb 261 6. Supports shy, anxious, and introverted students gb 235 7. Ball of knowledge gb 235 8. Processing answers in writing before answer orally answering questions gb 235-236
Student participation	Students themselves ensure that all choices are heard in the discussion.	1. Uses group participation rubrics to enable students to self-assess and peer assess the level to which all voices are heard in the discussion gb 170-175, 182-183 2. Accountable talk gb 246-249 3. Uses the cooperative learning jobs grid to insure all voices are heard in small group discussions gb 17, 87, 96-97 4. Develops student to student relationships gb 87 and student class ownership gb 87-88 that lead to respect for the ideas of others.

Domain 3: Instruction
Component 3c: Engaging Students in Learning

Elements	Distinguished	Observable Behaviors
Activities and assignments	All Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	1. Intelligence theory and motivation gb 340-341 2. Seven components for increasing motivation (including grit, growth mindset, and multiple intelligences) gb 341-346 3. Strategies for reading content specific material gb 367-368 4. Developing mathematical problem solvers gb 368-370 5. The brain and reading gb 386-388 6. The brain and mathematics 388-389 7. The brain and arts 389-390 8. Learning systems theory and the brain gb 393-405
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	1. Establishes group work routines gb 94-95 that demonstrate all 11 areas of effective group work gb 95-99 2. Uses processing partners gb 222-223 and other dyad (.e.g. turn and talk) discussion techniques 258

Elements	Distinguished	Observable Behaviors
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of the materials to enhance their learning.	1. See the district curriculum guides for appropriate materials.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	1. Developing mastery (a.k.a. standards, Ubd) based lessons gb chapter 1 2. Pacing gb 121 3. Summarizing gb 67-72 4. See also Component 3b on questioning and discussion techniques

Domain 3: Instruction
Component 3d: Using Assessment in Instruction

Elements	Distinguished	Observable Behaviors
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	1. Assessment for Learning vs. Assessment of Learning gb. 140-149 2. Student self-assessment gb. 164-175 3. Rubrics that Support Learning gb. 180-186

Elements	Distinguished	Observable Behaviors
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	1. Understands the research on classroom assessment gb. 142-143 2. Uses formative assessments to target mastery: questioning, dipsticking, "in-the-moment," and short-cycle assessments (Chapter 5) Developing questions before class that focus on the lesson's purpose gb 217-220 3. Uses an appropriate blend of recall, comprehension, and higher order questions to support learning gb 220-221; gb 228-229 4. Creates a safe classroom for asking questions gb 225 5. Use wait time I and I to increase student comprehension and engagement gb 229-231 6. Uses dipsticking techniques to maintain ongoing assessment and support of students gb 216-217 7. Manages space and proximity to check understanding gb 88-90 8. Avoids asking multiple questions in quick succession gb 227 9. Provides extra wait time and/or pre-alerts for ELL students or special education students who have auditory processing issues 10. Gathering Information about Learning (Data Collection) 160-163 11. Collecting products and looking at student work gb. 162-164 12. Arranging the classroom to facilitate formative assessment through physical proximity gb. 88-90
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	1. Provides effective corrective feedback gb 232-234 2. Uses effective praise gb 231-232 3. Standards based grading and reporting gb. 153-156
Student self assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	1. Student portfolios gb 178-179 2. Student self-assessment gb. 164-175 3. Rubrics that Support Learning gb. 180-186 4. Using a rubric for self-assessment gb. 189192 5. Anchor papers, exemplars, and models gb 192-198

Domain 3: Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Elements	Distinguished	Observable Behaviors
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	1. Dipsticking to check understanding 2. Understands and adjusts for the levels of mastery,gb 2-3 3. Differentiates instruction by content, process, and/or product based on levels of student mastery chapter 6 4. Adjusts instruction based on the strategies of Universal Design for Learning gb 270-275 and Response to Intervention (Rti) gb 275-277.
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	1. Teachable moments (vs. tangents) p. 8 2. Student self-assessment gb. 164-175 3. Connecting Learning to the Real World gb 61-62

Elements	Distinguished	Observable Behaviors
Persistence	Teacher persist in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	1. Working with general and special education students with text anxiety gb. 209 2. Factors to consider with English Language Learners when creating assessments gp. 211-212 3. Prompts students to answer thoroughly gb 235-236 4. Strategies for students who don't volunteer gb 235-236 5. Strategies for students who answer "I don't know") gb 225-226 6. Pushing students to answer thoroughly gb 227-228 7. Effective response to incorrect answer pp. 232-234 8. Does not allow a single or small group of students to answer a disproportionate number of questions pp.225-226