



EARLY CAREER PERFORMANCE EXPECTATIONS

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The Center for Strengthening the Teaching Profession (CSTP) is an independent, nonprofit organization dedicated to building a strong, supported and effective teaching force for Washington's students. Established in 2003, CSTP promotes teacher leadership, offering a variety of opportunities for teachers to build their knowledge, skills, and professional identity and to contribute their expertise to state and local policy decisions.

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Early Career Performance Expectations Workgroup

Supported by funds from the Paul G. Allen Family Foundation, CSTP convened a group of 14 educators representing elementary and secondary teachers, administrators and representatives from ESDs and higher education institutions to wrestle with the following questions:

- How will the new Teacher Evaluation in Washington State provide helpful feedback to new teachers and promote growth among new teachers?
- How will principals and others charged with evaluating and supporting new teachers be able to use the evaluation materials to meet the unique needs of new teachers, and move them forward through their first years of teaching?

Decisions about how to implement the evaluation process will be made as part of district implementation. The work group created these expectations to help new teachers, with the support of their evaluators and colleagues, move from being “new” into readiness for ProTeach and National Board Certification. Their thoughtful discussion and expertise is the foundation of this document.

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This document is supported with funds from the Paul G. Allen Family Foundation.

THE PAUL G. ALLEN
FAMILY *foundation*

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Evaluation & Teacher Induction: How Washington State Can Meet the Needs of New Teachers

The Need to Support Our Early Career Teachers: A first-year teacher treads water

This was now real life. I did not anticipate the immense, diverse needs that my students would have, or the amount of extreme differentiation that they would need. . . I was unfamiliar with the resources available to me and how to access them. The teacher who had my classroom before me left behind a wealth of books, guides and programs, but the amount was overwhelming, and I had little direction.

How can I do this better? What is wrong with me? I know what excellent teaching looks like, so why can't I do it?

This poignant and familiar refrain from a first year teacher was recently shared by Ellen Moir in an article titled, “From Disillusionment to Rejuvenation: An inspiring story from a first-year teacher.” Thankfully, this new teacher found solace and support through the New Teacher Center. Tragically, too few early career teachers find the support they need to learn and grow from their challenging experiences in their first years on the job, and leave the profession before students can fully benefit from their fresh approach, energy and talent.

Nationally, about 30 percent of new teachers leave the profession within five years, and the turnover rate is 50 percent higher in high-poverty schools compared to more affluent ones (Ingersoll, 2001). Washington State loses about 25 percent of its new teachers within their first five years in the classroom – a number that hasn’t changed much in the last decade – representing a significant loss to the K-12 system. Our state follows the national trend in one troubling statistic: teacher turnover is a significant challenge in high-poverty schools (CSTP, 2004; 2008; 2009).

A recent study suggests that turnover is so disruptive to a building that it negatively impacts not only the achievement of students of the departed teachers, but also the achievement of students whose teachers did not leave (Ronfeldt, Loeb, and Wyckoff, 2012). Given the cost of teacher turnover, the time and money invested in helping teachers enter the profession, and the impact on student achievement, we literally and figuratively cannot afford to have our new teachers continue to leave the profession, and instead must shift our focus to retaining and growing the capacity of our early career teachers.

We currently benefit from over a decade of debate and research about what it takes to support new teachers, and much of this is reflected in Washington State’s new evaluation process.

Nationally, about 30 percent of new teachers leave the profession within five years.

Teacher Evaluation in Washington State:

In 2010 the Washington State Legislature passed E2SSB 6696, a broad education reform bill; a significant component of this bill called for changes in principal and teacher evaluation systems, including the introduction of a four-level evaluation ranking. In the 2011-2012 school year, 18 school districts across the state piloted new evaluation systems, and their findings were regularly reported to the Evaluation Steering Committee for review. The new evaluation process constitutes a significant change in how teachers' work is observed, discussed and ultimately evaluated. Teachers have an opportunity for more specific and detailed feedback about their practice and the system is designed to support the continuous growth of every educator. The rubrics, indicators and "look fors" help guide teachers and their evaluators in a dialogue that will continually improve professional practice.

Supporting new teachers requires a delicate balance of feedback that is different from that provided to those with more experience. New teachers are NEW. For the first two or three years, they are expected to do everything their more experienced colleagues do, learning many skills simultaneously -- and with very little help.

In a 2005 report funded by the Paul G. Allen Family Foundation, the Center for Strengthening the Teaching Profession (CSTP) outlined the support and standards for effectively and systemically supporting new teachers in the state of Washington. Among the report's findings, two points spoke to the need for additional guidance and support to early-career teachers in the new evaluation process:

- New teachers benefit from engagement in purposeful, on-going, formal and informal job-embedded learning opportunities that promote reflection, collaboration and professional growth.
- [New teachers benefit from] Assessment for Teacher Growth, which refers to the formal and informal processes by which teachers improve their instruction. These processes include continuous self-reflection, examination of evidence for student learning, and mentor and supervisor feedback. New teachers benefit when districts have a carefully developed collaborative educator assessment system focused on improving teaching practice and enhancing student achievement.

To support, sustain and encourage growth among early-career teachers, CSTP has created the Early Career Performance Expectations to support new teachers by providing more specificity to the state's eight criteria for teachers as described in RCW28A.100(2). New teachers can use this document to guide their own professional learning, instructional coaches can use it to prompt dialogue about particular skills and strategies, and evaluators can use it to help clarify expectations, focus and scaffold the new teacher's learning.

Beginning in 2013, all school districts will select an instructional framework to use for teacher evaluation and professional growth. This document is intended for use with any of the three state-supported frameworks. Any individual using these documents to support early career teachers should default to their district's instructional framework for further specificity about expectations of performance and specific strategies and practices.

Washington State loses about 25 percent of its new teachers within their first five years in the classroom.

Teacher Prep/TPAC

**Early Career
Performance
Expectations**

ProTeach

National Board

Explanation of the Documents

The Early Career Performance Expectations document is intended to complement the evaluation process by providing early career teachers with a formative look at where their performance is right now, and the steps that a teacher could take to improve. Recognizing that many teachers early in their career are likely to be ‘basic’ in many areas of the eight criteria, this document builds upon the early career teachers’ interest and capacity to look toward being proficient. It is not to replace any rubrics or evaluation materials provided by the state or that accompany the instructional frameworks a district has chosen. This document is intended to help build a bridge between where a teacher is now, and where we would hope they would be a few years into their career.

How This Document Works

The Early Career Performance Expectations follows the state’s adopted eight criteria for Teacher Evaluation. Within each of the criterion is a deeper look at what is expected of a proficient teacher in this area, a means to reflect on their current performance, and next steps and resources to support improved performance.

Each section is organized by state-adopted criteria. The cover page to each criterion provides an overview of what the criterion covers, and how the three instructional frameworks align with the criterion, along with questions to help frame the reading of the Early Career Performance Expectations around this criterion.

An unpacked look at what proficient performance in this criterion would be – generalized to align with any of the three instructional frameworks

Reflective questions connected to the expectation that could be used by the evaluator, mentor, peer or the teacher to promote discussion and reflection

Concrete ideas for next steps a teacher could take to begin making a change in their instructional practice around this expectation

Resources aligned to the expectations and next steps suggested by the ECPE workgroup

EXPECTATION

GUIDING QUESTIONS

ACTION STEPS

POSSIBLE RESOURCES

EXPECTATIONS: An unpacked look at what proficient performance in this criterion would be – generalized to align with any of the three instructional frameworks

GUIDING QUESTIONS: Reflective questions connected to the expectation that could be used by the evaluator, mentor, peer or the teacher to promote discussion and reflection

POSSIBLE ACTION STEPS: Concrete ideas for next steps a teacher could take to begin making a change in their instructional practice around this expectation

RESOURCES: Resources aligned to the expectations and next steps suggested by the ECPE workgroup

Following each criterion is a opportunity to reflect on what was learned, and a place to begin working on a plan for integrating the new knowledge or practices. An additional list of resources recommended by the work group related to the criterion is listed on the last page of the criterion.

Suggestions for use of this document:

The document should be used as an integral part of the plan-reflect cycle, and not just after a summative evaluation of “basic.” Teachers from our focus groups have indicated they would use the document to help with goal-setting or to focus their work. It is not recommended to use the entire document with a new teacher, but to instead focus the work around a particular criterion or expectation. The Early Career Performance Expectations could be used to plan the observation, during the observation, and to generate a reflective conversation after the observation. Our hope is that the teacher being evaluated could use the following documents to provide guidance about changes to be made in their practice and offer resources to help support those planned changes.

As indicated by current evaluation law, school districts will select an instructional framework, and the evaluation process and documents they implement will align with the chosen framework. Careful attention was paid to make sure the Early Career Performance Expectations would support any of the three instructional frameworks. When using the document, individuals should defer to their district-adopted instructional framework for specific expectations around teacher performance and outcomes.

Using the ECPE document - Secondary Scenario:

Deshawn is a first year social studies teacher in a suburban secondary school. Like many early career teachers, Deshawn is energetic and lively with the students he sees, and knows his content very well, but is struggling to engage students in the material. After a few observations and the first round of evaluation, his administrator indicated that he is currently at a “Basic” level in several of the eight evaluation criteria.

After his initial observation and evaluation conference, Deshawn and his principal decided to focus his improvement in the next few months around Criterion 2: Instructional Strategies. Deshawn has been going to Bruce, the department chair for advice and support, so Bruce is serving as an informal mentor. The principal shares with

both Deshawn and Bruce the pages of the Early Career Performance Expectations pertaining to Criterion 2. Deshawn elects to focus on, “The teacher designs learning opportunities that maximize student engagement and interest” and specifically ways to group students for greater engagement. Deshawn consults several of the resources listed in the document on his own then observes a colleague in another department using some of the grouping strategies. Deshawn and Bruce collaboratively plan a lesson intentionally incorporating the strategies Deshawn has read about and observed. After several lessons of using these strategies, Deshawn invites both his colleague and his principal back to provide data to gauge whether his work is making a difference in student learning.

Using the ECPE document - Elementary Scenario:

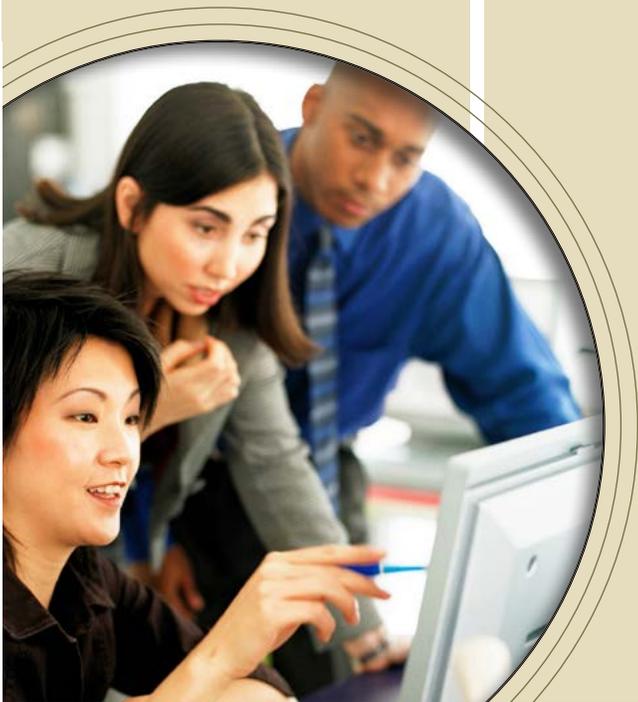
Alexia is a second year elementary school teacher who has just transferred from a middle-class suburban district where she taught her first year, to a Title 1 school in a neighboring, urban district. While Alexia has a variety of instructional strategies, she and her principal feel that she could be doing more to serve the variety of learning needs of her highly diverse third grade class. In reviewing the Early Career Performance Expectations, Alexia and her principal decide to focus on Criterion 3: Differentiation, and specifically those action steps and resources that will help Alexia meet the needs of her English Language Learners. Alexia asks her mentor to collect observation data by writing a transcript of one of her lessons, paying special attention to how many of her ELL students participate. Then, Alexia takes the observation data and her students’ reading assessment data to her principal, and together they decide that using GLAD strategies in her lessons would be helpful. Alexia takes the training from a district trainer, and works with a fourth grade teacher in the building during collaboration time to infuse her lessons with the strategies. Additionally, the principal suggests that Alexia draw from some of the parent engagement resources listed under Criterion 7 to help the home-to-school transition that many of her students are experiencing. Later, she and her grade-level team examine recent reading data to plan specific strategies for improving their struggling students reading scores, and Alexia suggests a GLAD strategy she has recently learned from observing and working with the fourth-grade teacher and attending training.

CRITERION 1: Centering instruction on high expectations for student achievement

KEY WORD: Expectations

DEFINITION: The teacher develops and communicates high expectations for student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 2: The Classroom Environment</i> 2b: Establishing a culture for Learning</p> <p><i>Domain 3: Instruction</i> 3a: Communicating with Students 3c: Engaging students in learning</p>	<p><i>Purpose</i> P1: Connection to standards, broader purpose and transferable skill P4: Communication of learning target(s) P5: Success criteria and performance task(s)</p> <p><i>Student Engagement</i> SE3: Work of high cognitive demand</p> <p><i>Classroom Environment & Culture</i> CEC3: Discussion, collaboration and accountability</p>	<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</p> <p>Component 1.2: Celebrating Success</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds</p> <p>Component 1.4: Demonstrating Value and Respect for Low Expectancy Students</p>



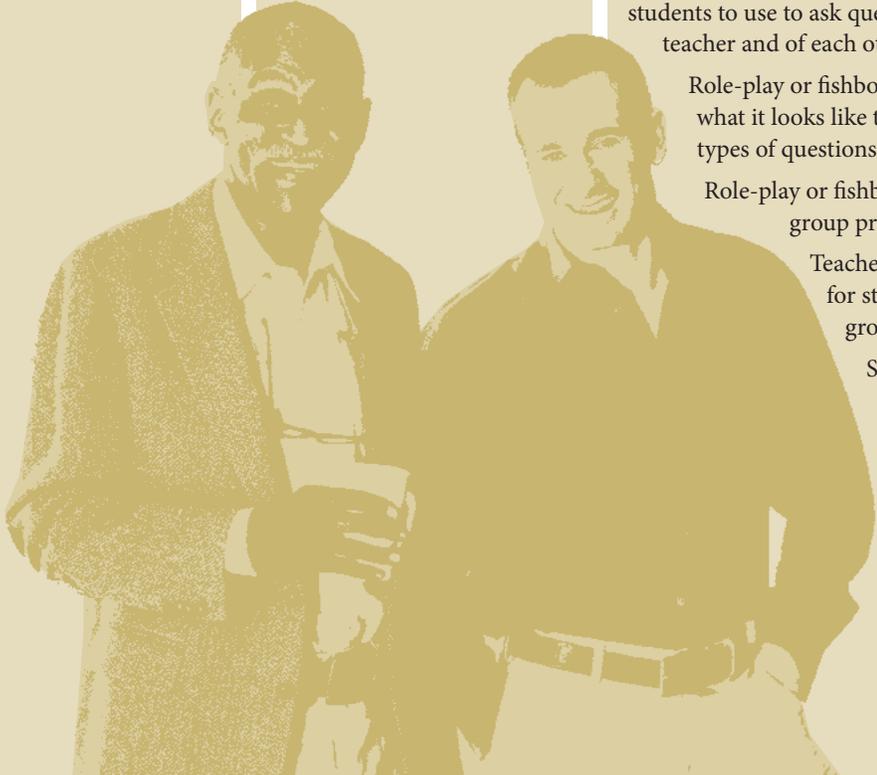
Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 1: Expectations

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher plans for high cognitive demand. (The teacher communicates high expectations for student learning.)</p>	<p>How do you and students use data to determine students' learning needs?</p>	<p>Teacher utilizes data banks/sources to plan lessons. Teacher brainstorms with a colleague what other data sources would help meet the needs of all students.</p>	<p>Student Assessment Data from your building and school district <i>How to Assess Higher-Order Thinking Skills in Your Classroom</i>, Susan Brookhart</p>
	<p>How do you design lessons/ assignments for higher order thinking?</p>	<p>Teacher designs a lesson with a colleague paying attention to the student thinking required.</p>	<p>Thinking Routines: Visible Thinking from Harvard Project Zero: http://www.pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html</p>
	<p>How do you ask questions that prompt and challenge all students to think?</p>	<p>Teacher uses references (e.g. Bloom's/ Costa's) to plan questions to ask. Teacher brainstorms and tries multiple ways for students to respond to questions (i.e. with a partner, small group, whole group, verbally, in writing, etc.)</p>	
	<p>How do you teach students to understand a variety of thinking strategies and apply them in diverse situations?</p>	<p>Teacher has students use Blooms'/Costa's taxonomies to identify what level of thinking they are using. Teacher has students discuss and/or demonstrate multiple ways to problem solve.</p>	

The teacher develops and communicates high expectations for student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher supports students' ownership of learning: setting goals, monitoring progress, self-reflecting, i.e. asking for support when needed and/or adjusting process when needed.</p>	<p>How do you assist students in setting challenging learning goals based on standards?</p> <p>How are you and your students assessing progress toward challenging learning goals?</p>	<p>Students have a means (in learning log, charts, etc.) to track and reflect on progress towards goals.</p> <p>Students reflect on previous formative assessment work and data to dialogue about possible next steps (state data, MAPs data, previous work).</p> <p>Teacher provides a menu of choices for student improvement on goals; students select a goal that fits them best.</p>	<p><i>How to Give Effective Feedback to Your Students</i>, Susan Brookhart</p> <p><i>Better Learning Through Structured Teaching</i>, Douglas Fisher and Nancy Frey</p>
	<p>How do you assist students in breaking learning goals into manageable steps?</p>	<p>Teacher unpacks the knowledge and skills embedded in the learning goal.</p> <p>Teacher has a discussion / draws a picture of what will it look like when we have learned it.</p>	<p>Framework materials, references, books and rubrics from the district-adopted instructional framework</p>
	<p>How do you encourage students to be active decision makers in their own learning (i.e. asking for help or adjusting process)?</p>	<p>Teacher asks a colleague or mentor or administrator to take data on frequency of teacher talk vs. student talk; teacher-initiated questions vs. student-initiated questions.</p> <p>Teacher collects data on the categories of student talk happening when the focus of learning has shifted to the students.</p> <p>Teacher passes out sentence stems for students to use to ask questions of the teacher and of each other.</p> <p>Role-play or fishbowl for students what it looks like to ask different types of questions.</p> <p>Role-play or fishbowl effective group processes.</p> <p>Teacher establishes roles for students working in groups.</p> <p>Students have multiple ways of participating (oral, written, pairs, dyads, groups) and have choice and guidance about what method they use.</p>	<p>Developing Responsible and Autonomous Learners: A Key to Motivating Students: http://www.apa.org/education/k12/learners.aspx</p> <p>“Giving Students Ownership of Learning” <i>Education Leadership</i>. November 2008 Volume 66 Number 3, Pages 32-37.</p> <p><i>Releasing Responsibility</i>, Douglas Fisher and Nancy Frey</p>

Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Books:

Checking for Understanding: Formative Assessment Techniques for Your Classroom, Fisher and Frey

Classroom Instruction that Works, second edition, Dean et al; reference the chapter on setting objectives and providing feedback

How to Assess Higher-Order Thinking Skills in Your Classroom, Susan Brookhart

How People Learn: Mind, Brain, Experience and School, M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino, editors.

Intellectual Character, Ron Ritchhart

The Differentiated Classroom, Carol Ann Tomlinson

Teach Like a Champion, Doug Lemov; “No Opt Out” or “Stretch It” strategies

Understanding by Design, Wiggins and McTighe

Articles & Other Resources:

Bloom's/Costa's taxonomies:

http://www.dartmouth.edu/~dcal/documents/blooms_costas.pdf

“Diversity and Motivation: Culturally Responsive Teaching”, Wlodkowski and Ginsberg. Educational Leadership, November 2008.

Philosophical Chairs, Socratic Seminar (other discussion formats)

Teacher Development Group – (for math teachers):

<http://www.teachersdg.org/> Teacher questioning (high yield)

CRITERION 2: Demonstrating effective teaching practices

KEY WORD: Instruction

DEFINITION: The teacher uses research-based instructional practices to meet the needs of all students.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 3: Instruction</i></p> <p>3b: Using questioning/prompts and discussion</p> <p><i>Domain 4: Professional Responsibilities</i></p> <p>4a: Reflecting on Teaching</p>	<p><i>Student Engagement</i></p> <p>SE1: Quality of questioning</p> <p>SE5: Expectation, support and opportunity for participation and meaning making</p> <p>SE6: Substance of student talk</p> <p><i>Curriculum and Pedagogy</i></p> <p>CP6: Scaffolds the task</p> <p>CP7: Gradual release of responsibility</p>	<p>Component 2.1: Interacting with New Knowledge</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks</p> <p>Component 2.4: Asking Questions of Low Expectancy Students</p> <p>Component 2.5: Probing Incorrect Answers with Low Expectancy Students</p> <p>Component 2.6: Noticing when Students are Not Engaged</p> <p>Component 2.7: Using and Applying Academic Vocabulary</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</p>



Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 2: Instruction

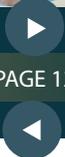
*Note: This document is based on several instructional frameworks; **teachers and administrators should default to their district's adopted instructional framework** for specific language and expectations around what instruction should look like in the classroom.*

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher sets a purpose for the lesson and includes students' goals and learning targets.</p>	<p>What is the purpose or rationale for this lesson?</p> <p>Can students articulate goals and steps to achieve?</p> <p>How will students know and understand the goals/learning targets of the activity?</p> <p>In what ways will students demonstrate understanding of the intended goals and/or learning targets?</p> <p>What do you expect students to know and be able to do as a result of this lesson?</p> <p>What knowledge, skills and dispositions must students have before beginning this lesson?</p> <p>How did you determine students' existing level of knowledge or skill?</p> <p>Why have you selected this lesson for this student or group of students?</p> <p>What makes the lesson developmentally appropriate for this student or group of students?</p> <p>How did your knowledge of student/ classroom context, background and life experiences affect/inform your planning for this lesson?</p> <p>How does this lesson fit into the progression of learning for students?</p>	<p>Teacher uses state and district standards to plan lessons.</p> <p>Teacher uses curriculum and pacing guides to plan lessons(s).</p> <p>Teacher communicates with students about goals learning targets using a variety of means (e.g. writing on the board, call & response, having students write it down, asking students to explain it).</p> <p>Teacher connects target to student experience/interest for relevance.</p> <p>Teacher asks students to reflect on or self-assess their work before, during and after performance on the learning target.</p> <p>Teacher reviews IEP goals for each student – meets with case manager for clarification.</p> <p>Throughout lesson, teacher reinforces target by explicitly tying it to the learning/ activity.</p>	<p>State and school district standards</p> <p>Student assessment data & IEP goals</p> <p>Curriculum and pacing guides</p> <p>“Knowing Your Learning Target”, Connie M. Moss, Susan M. Brookhart and Beverly A. Long: http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx</p> <p>Dr. Madeline Hunter's Elements of Lesson Design: http://www.csun.edu/science/ref/plans/lesson_design_hunter.html</p>

The teacher uses research-based instructional practices to meet the needs of all students.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher identifies appropriate assessments (diagnostic, formative, summative).</p> <p><i>(For more on this, refer to Criterion 6: Assessment)</i></p>	<p>How were assessments choices influenced by the needs, traits, strengths, and weaknesses of each student or group of students?</p> <p>Do goals reflect diagnostic information and specific knowledge of students and instructional contexts?</p> <p>Are curriculum-provided assessments aligned to state standards?</p> <p>Are additional assessments needed to evaluate level of students' competency?</p>	<p>Teacher informs students of lesson assessment/rubrics before beginning instruction.</p> <p>Teacher uses assessment probes to determine students' current levels of performance / understanding.</p> <p>Teacher collects evidence of learning throughout lesson.</p> <p>Students demonstrate application of knowledge/skill, or students create a product that represents understanding.</p>	<p>"Helping Students Understand Assessment," Jan Chappuis: http://teachings.pbworks.com/f/Helping%2BStudents%2BUnderstand%2BAssessment.pdf</p> <p><i>Classroom Assessment for Student Learning</i>, Stiggins, Arter, Chappuis & Chappuis</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher designs/plans standards-driven lessons that have coherent structure and produce intended outcomes.</p>	<p>Does the instructional design align with goals?</p> <p>How will you activate students' prior knowledge?</p> <p>How will you assist students' understanding of how this lesson as it connects to prior learning and to overall unit goals?</p> <p>What will you do if they already know it?</p> <p>Does the target of this lesson have any interdisciplinary connections that can be made?</p> <p>How will you make it meaningful and relevant?</p> <p>How can you use the gradual release model of instruction to provide guided practice opportunities for the student(s)?</p> <p>How will you check for understanding throughout the lesson?</p> <p>How can students be involved in checking each other's understanding?</p> <p>What if you find that some students are getting it but some are not? When will you decide to stop and re-teach?</p> <p>What materials, learning processes and feedback mechanisms can you use that are relevant to students and student success?</p> <p>How will you review the target as part of the closure to the lesson?</p>	<p>Teacher aligns goals, activities (interventions/enrichments), and assessments.</p> <p>Teacher uses assessments to monitor student learning (formative).</p> <p>Teacher adjusts instruction and pacing as needed.</p> <p>Teacher collects and analyzes data during instructional unit.</p> <p>Teacher uses wait-time and varies methods for calling on students to ensure equity of student responses.</p> <p>Teacher uses stems/sentence starters to support effective questioning techniques.</p>	<p>State and school district standards</p> <p>Student assessment data</p> <p>Curriculum and pacing guides</p>



EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher communicates high expectations for all learners.</p> <p><i>(For more on this, refer to Criterion 3: Differentiation</i></p> <p><i>Or Criterion 1: High expectations)</i></p>	<p>How will you communicate academic and behavioral expectations?</p> <p>How will students demonstrate an understanding of expectations?</p> <p>How will you motivate students to achieve at a high level?</p>	<p>Teacher maintains cognitive complexity in lessons.</p> <p>Teacher asks rigorous questions to promote analysis, synthesis and evaluation.</p> <p>Teacher incorporates problem solving opportunities</p> <p>Teacher gives students time for reflection and self-evaluation.</p>	<p>Bloom's Taxonomy – old and revised examples: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm</p> <p>Reciprocal Teaching: http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher designs learning opportunities that maximize student engagement and interest.</p>	<p>What is the ideal grouping for this lesson? How do you know?</p> <p>How will you promote positive student interactions?</p> <p>How will students exchange ideas?</p> <p>What do you know about students' learning styles, attitudes and interests, skill set, relationships, and cultural background that may influence the planning of the lesson?</p> <p>How will you accommodate student choice?</p> <p>What will you do to meet the needs of a wide range of learners?</p> <p>What examples can you use that will help students understand the new concept?</p> <p>What can you do to provide time for students to process information before, during, and after the lesson?</p> <p>How do you balance direct instruction and student dialogue/cooperative student thinking opportunities? How do you allow for student thinking and processing time?</p> <p>Does the pacing of the lesson enhance or diminish student engagement?</p>	<p>Teacher allows students to participate in goal setting.</p> <p>Teacher considers learning modalities and styles when planning lessons.</p> <p>Mentor or colleague takes student observation data to provide teacher with data on student engagement (video).</p> <p>Teacher administers a learning inventory to identify areas of strength and areas for improvement – teacher uses this data to plan lesson activity and progression.</p> <p>Teacher develops active learning or problem-based learning that make the lesson engaging, relevant and memorable.</p> <p>Teacher conducts a student interest inventory.</p> <p>Pacing is tracked and teacher reflects on pacing's effect on student engagement.</p> <p>Teacher uses a variety of meaningful examples.</p> <p>Teacher offers a variety of modes for students to demonstrate learning.</p> <p>Teacher offers opportunities for students to connect learning to culture, background, interests and experiences.</p> <p>Teacher uses increased wait-time and varies methods for calling on students to ensure equity of student responses.</p> <p>Teacher gathers resources to accommodate learning styles (e.g. audio prompts, manipulatives, leveled reading material).</p>	<p>"Strengthening Student Engagement": http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/toc.aspx</p> <p>GLAD strategies for positive student interactions and teamwork: http://www.projectglad.com/</p> <p>CSTP Cultural Competency resources: http://www.cstp-wa.org</p> <p>Visible Thinking: http://www.pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher uses content specific pedagogy.</p>	<p>What subject-specific teaching strategies would best match the content for this lesson?</p>	<p>Teacher evaluates the lesson and determines which model of instruction best fits the situation (e.g. constructivist, gradual release of responsibility, scientific inquiry, guided practice, workshop)</p>	<p>Professional organizations' websites (page 15) Common Core State Standards: http://www.corestandards.org OSP's page on Common Core State Standards: http://www.k12.wa.us/corestandards</p>

Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?



Further resources recommended by the work group for this Criterion:

Books:

Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson

Instructional Strategies that Work, Robert Marzano

Reading: Knee to Knee, Eye to Eye, Davis Cole

Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment and Unwrapping the Standards: A Simple Process to Make Standards Manageable, Larry Ainsworth

Strategies that Promote Student Engagement, Ernestine G. Riggs and Cheryl R. Gholar

Teach Like a Champion, Doug Lemov

The Strategic Teacher, Harvey Silver

The Teaching for Understanding Guide, Blythe

Understanding by Design, Grant Wiggins, McTighe

Why Didn't I Learn This in College?, "Making Learning Active," pages 63-108, Paula Rutherford

Websites for professional organizations:

International Reading Association: <http://www.reading.org>

Washington Music Teachers Association: <http://www.wmta-dc.org>

ASCD: <http://www.ascd.org>

NCTM – National Council for Teachers of Mathematics: <http://www.nctm.org>

NCTE – National Council for Teachers of English: <http://www.ncte.org>

AMTE – Association of Mathematics Teacher Educators: <http://www.amte.net>

NSTA – National Science Teachers Association: <http://www.nsta.org>

AETS – Association for the Education of Teachers in Science: <http://www.theaste.org/>

Teacher's Development Group (math): <http://www.teachersdgroup.org>

Articles & Other Resources:

"Leveling the Playing Field: Sharing Learning Targets and Criteria for Success", Connie M. Moss and Susan M. Brookhart:
<http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx>

Instructional Theory in Practice (ITIP), Madeline Hunter:
<http://www.hope.edu/academic/education/wessman/2block/unit4/hunter2.htm>

Quinn's 6, Juli Quinn:
http://www.nsrffharmony.org/protocol/doc/quinns_six.pdf

For tips on Student Engagement:
http://www.annenberginstitute.org/tools/practice/stud_engage/tips.php

"Student Motivation, Engagement, and Achievement":
<http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx>

Active Learning Inventory Tool, Amburgh, Devlin, Kirwin & Qualters:
<https://itunes.apple.com/us/podcast/dr.-anita-archer-s-strategic/id284756609>

Collection of ideas and forms:
<http://www.teachervision.fen.com/assessment/resource/5815.html>

Active Participation, Dr. Anita Archer:
<https://itunes.apple.com/us/podcast/dr.-anita-archer-s-strategic/id284756609>

10:2 Theory Mary Budd Rowe:
http://www3.newton.k12.ma.us/sites/default/files/users/105/MBR_10-2_Principle.pdf



CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.

KEY WORD: Differentiation

DEFINITION: The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students</p> <p><i>Domain 3: Instruction</i> 3e: Demonstrating flexibility and responsiveness</p> 	<p><i>Purpose</i> P3: Teaching point(s) are based on students' learning needs</p> <p><i>Student Engagement</i> SE2: Ownership of learning SE4: Strategies that capitalize on learning needs of students</p> <p><i>Curriculum and Pedagogy</i> CP5: Differentiated Instruction</p> <p><i>Assessment for Student Learning</i> A6: Teacher use of formative assessment data</p>	<p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p>

Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 3: “Differentiation” = Recognizing individual student learning needs and developing strategies to address those needs.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher knows the students’ personal and academic characteristics.	<p>What do you know about your student?</p> <ul style="list-style-type: none"> Personal: interests, cultural background, family, demographic, learning style preferences, beliefs about learning (readiness) Academic: prior knowledge, assessments, developmental stages, language proficiency Characteristics: disabilities (IEP), required adaptations/accommodations (504 plans), language(s) 	<p>Teacher administers a student interest survey.</p> <p>Teacher plans ways to informally converse with all students, daily greeting, etc. to expand understanding of them.</p> <p>Teacher collaborates with building teams on student characteristics, IEPs and 504 plans.</p> <p>Teacher attends school and community events.</p> <p>Teacher learns where to access information about students with disabilities (IEP), required adaptations/accommodations (504 plans), ELL, and student demographics.</p> <p>Teacher learns about developmental characteristics of the age group you teach and consider how your students compare.</p> <p>Teacher evaluates use of pre-assessment strategies and what they tell about students.</p>	<p>Sample school-wide interest inventories:</p> <p>http://www.educationworld.com/a_curr/curr115.shtml</p> <p>http://printables.scholastic.com/printables/detail/?id=35571</p> <p>http://www.lkdsb.net/program/elementary/intermediate/di/students.html</p> <p>CSTP Cultural Competency Resources:</p> <p>http://www.cstp-wa.org</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher uses information about the students to guide instruction.	<p>How do you use this information to plan whole class, small group, and individual instruction?</p> <p>What differentiated strategies do you use to meet your specific students learning needs?</p> <p>How do you adjust your teaching style to meet your students’ learning needs and preferences?</p>	<p>Teacher picks one personal and/or academic characteristic of your students and plan for that in a unit/ lesson design.</p> <p>Teacher incorporates visual and auditory elements in every lesson.</p> <p>Teacher gets feedback from peer/ mentor regarding the effectiveness of your instruction.</p> <p>Teacher plans for using different groupings in each lesson: whole class, think/pair/share, etc.</p>	<p>Works of Carol Tomlinson:</p> <p>http://www.caroltomlinson.com/</p> <p>For Secondary: <i>Differentiation in Practice</i>, Tomlinson & Strickland, ASCD</p> <p>For Elementary: <i>The Differentiated Classroom: Chapter 7: Instructional Strategies</i>, Tomlinson, ASCD</p>

The teacher acquires and uses specific knowledge about students’ cultural, individual, intellectual and social development, and uses that knowledge to adjust practice by employing strategies that advance student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher analyzes and evaluates the effectiveness of instruction to reach all learners and uses that analysis to plan next steps.	<p>How does the outcome of the lesson align with your expectations of individual students' performance?</p> <p>What do formative (both formal and informal) assessments say about how your students learn?</p> <p>What do summative assessments tell you about student learning?</p> <p>What evidence do you have that some/most/all students are progressing towards the learning targets?</p> <p>What are your next steps based on student evidence?</p>	<p>Teacher lists the objectives of a lesson. Next to each, list evidence of student success. In a third column list next step based on that success.</p> <p>Teacher evaluates how well formative assessments indicate actual student results. Teacher determines ways to strengthen these if needed.</p>	<p><i>Formative Assessment: Strategies for Every Classroom</i>, Brookhart, S.: http://www.ascd.org/publications/books/111005.aspx</p> <p><i>The Next-Step Guide to Enriching Classroom Environments: Rubrics and Resources for [Teacher] Self-Evaluation K-6</i>, Hill & Ekey, Heninemann</p> <p>District-adopted framework: rubrics and references by the framework author</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher works effectively with students whose learning is not "typical".	<p>How do you use what you know about your students to differentiate for individuals whose learning is not typical?</p> <p>How do you differentiate learning targets?</p> <p>What alternate modes of instruction do you use?</p> <p>What alternate modes of assessment do you use?</p> <p>How do you use technology to help engage students whose aren't engaged?</p>	<p>Teacher consults classroom surveys to plan differentiation.</p> <p>Teacher collaborates with grade-level/subject teams and SPED teachers to determine how targets can be differentiated for gen-ed students and which would be specific to student IEPs.</p> <p>Teacher consults with principal and colleagues for ideas on alternate modes of instruction and assessment, adding to "tool box."</p> <p>Teacher consults with district tech, librarian, colleagues for available technology and instructional uses.</p>	<p><i>Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom</i> (5th Edition), Sharon R. Vaughn, Candace S. Bos and Jeanne S. Schumm</p> <p>Council for Exceptional Children: Professional Development: Support for Teachers : http://www.cec.sped.org/AM/Template.cfm?Section=Support_for_Teachers&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5610</p> <p><i>Leading and Managing A Differentiated Classroom; Chapter 4: Learning Environment</i>, Tomlinson & Imbeau, ASCD</p>



Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Books:

Differentiation in Practice, Tomlinson & Strickland

Formative Assessment & Standards-Based Grading, Marzano

How to Grade For Learning, O'Connor

Leading and Managing A Differentiated Classroom, Chapter 4: Learning Environment, Tomlinson & Imbeau

The Differentiated Classroom, Chapter 7: Instructional Strategies, Tomlinson

Yardsticks: Children in the Classroom Ages 4-14, C. Woods

Articles & Web Resources:

Works of Carol Tomlinson:

<http://www.caroltomlinson.com/>

Portland School District Pre-assessment Strategies:

http://www.pps.k12.or.us/files/tag/Pre_Assessments.doc

Response to Intervention materials:

<http://www.k12.wa.us/RTI/default.aspx>

All Things PLC (for looking at data and determining next steps):

<http://www.allthingsplc.info/>

CRITERION 4: Providing clear and intentional focus on subject matter content and curriculum.

KEY WORD: Content Knowledge

DEFINITION: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula, instruction to impact student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 1: Planning and Preparation</i></p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p> 	<p><i>Purpose</i></p> <p>P2: Connection to previous and future lessons</p> <p><i>Curriculum and Pedagogy</i></p> <p>CP1: Alignment of instructional materials and tasks</p> <p>CP2: Discipline specific conceptual understanding</p> <p>CP3: Pedagogical content knowledge</p> <p>CP4: Teacher knowledge of content</p>	<p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p>

Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 4: “Content”: Providing clear and intentional focus on subject matter content and curriculum

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher knows and understands the breadth and depth of content to be taught and keeps current with trends, including implementation of the Common Core State Standards.	<p>How confident are you in your comprehensive understanding of the content areas you teach? Where might you need more knowledge and understanding?</p> <p>Have you noticed any gaps in your own understanding of the content?</p> <p>What current research, concepts, skills, habits of thinking, and processes in your field might assist you?</p> <p>How do you know if your explanations are accurate?</p> <p>How can you recognize student misconceptions?</p> <p>How do your lessons align with the Common Core State Standards?</p>	<p>Teacher researches professional organizations’ web sites for content information and professional development opportunities.</p> <p>Teacher attends workshops or classes related to your content offered through the district, ESDs or universities.</p> <p>Teacher seeks out and reads current literature on research, concepts, skills, processes, or habits of thinking in your content area(s).</p> <p>Teacher stays current with district adoption of Common Core State Standards. Teacher accesses OSPI resources online.</p> <p>Teacher collaborates with a colleague to investigate the Common Core State Standards.</p>	<p>District instructional framework materials</p> <p>Information on the Core Standards: http://www.k12.wa.us/Corestandards/default.aspx http://www.corestandards.org/</p> <p><i>Selecting General Education Instructional Materials with Diverse Learners in Mind</i>, Tom Fiore and Rebecca Nero: http://www.ascd.org/publications/curriculum-handbook/413/chapters/Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher understands current standards and scope and sequence of content curriculum and applies these in designing and delivering instruction.	<p>Do you know the K-12 continuum of standards for the content areas you teach?</p> <p>Do you know the K-12 continuum (scope and sequence) of your district curriculum?</p> <p>How well do your instructional units align with the Common Core State Standards?</p>	<p>Teacher reviews state standards for each grade level (K-12) in your content area.</p> <p>Teacher becomes familiar with scope and sequence of district curriculum.</p> <p>Teacher analyzes and evaluates the alignment of current instructional units with district and state standards and scope and sequence. Teacher identifies holes and overlap in content.</p>	<p>http://www.ascd.org/publications/curriculum-handbook/413/chapters/Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula, instruction to impact student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher knows and understands content specific pedagogy and assessment and applies to instruction.	<p>What are the research-based best practices in the content areas you teach?</p> <p>What content specific strategies have you read or observed that might enhance the effectiveness of your instruction?</p> <p>What assessment strategies are you aware of that might work most effectively in your content area?</p>	<p>Teacher researches pedagogy that is specific to content area and selects one strategy to implement.</p> <p>Teacher observes other teachers who effectively use this strategy.</p> <p>Teacher implements the strategy and reflects on student evidence of engagement and learning.</p>	<p>District instructional framework materials</p> <p>Information on the Core Standards: http://www.k12.wa.us/Corestandards/default.aspx http://www.corestandards.org/</p> <p><i>Selecting General Education Instructional Materials with Diverse Learners in Mind</i>, Tom Fiore and Rebecca Nero: http://www.ascd.org/publications/curriculum-handbook/413/chapters/Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher incorporates content-related resources into instruction.	<p>In what ways might you use resources to impact student engagement, understanding and achievement?</p> <p>How do you know that the resources you use impact student learning?</p> <p>What technology resources will enhance your instruction?</p> <p>Do you have special needs students who need additional resources to meet their needs?</p>	<p>Teacher analyzes and evaluates the resources currently used for impact on student learning and determine additional needs.</p> <p>Teacher researches resources beyond those provided by curriculum that can enhance student learning.</p> <p>Teacher confers with other colleagues, school librarians, or technology staff for resource ideas.</p>	<p><i>Selecting General Education Instructional Materials with Diverse Learners in Mind</i>, Tom Fiore and Rebecca Nero: http://www.ascd.org/publications/curriculum-handbook/413/chapters/Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Websites for professional organizations:

International Reading Association: <http://www.reading.org>

Washington Music Teachers Association: <http://www.wmta-dc.org>

ASCD: <http://www.ascd.org>

NCTM – National Council for Teachers of Mathematics: <http://www.nctm.org>

NCTE – National Council for Teachers of English: <http://www.ncte.org>

AMTE – Association of Mathematics Teacher Educators:
<http://www.amte.net>

NSTA – National Science Teachers Association: <http://www.nsta.org>

AETS – Association for the Education of Teachers in Science:
<http://www.theaste.org/>

Other Resources:

ESD and university web sites of course offerings and online opportunities

Teacher's Development Group (math): <http://www.teachersdg.org>

Regional ESD Educational Technology Center

Free Technology for Teachers: <http://www.freetech4teachers.com>



CRITERION 5: Fostering and managing a safe, positive learning environment.

KEY WORD: Learning Environment

DEFINITION: The teacher fosters and manages a safe and inclusive environment that takes into account physical, emotional and intellectual well-being.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 2: The Classroom Environment</i></p> <p>2a: Creating an environment of respect and rapport</p> <p>2c: Managing classroom procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing physical space</p>	<p><i>Classroom Environment and Culture</i></p> <p>CEC1: Arrangement of classroom</p> <p>CEC2: Accessibility and use of materials</p> <p>CEC4: Use of learning time</p> <p>CEC5: Managing student behavior</p> <p>CEC6: Student status</p> <p>CEC7: Norms for learning</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating “Withitness”</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p>



Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district’s instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 5: “Learning Environment” = Fostering and managing a safe, positive learning environment.

PHYSICAL

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher arranges the physical space in a way that supports student learning student safety and the planned activity.	<p>Can all students see and hear the speaker and see the resources they need for their learning?</p> <p>Are posters, charts and other resources relevant to learning?</p> <p>What classroom arrangement would best enhance the activity you have planned? (use of desks, tables, floor, technology, etc.)</p>	<p>Teacher creates a map of the classroom for independent work, group work, project learning. Teacher sits in every seat in the classroom to make sure all instructional areas/ resources (charts, alphabet, document camera, etc.) in the room can be seen.</p> <p>Teacher posts learning targets, thinking routines, visual representations, concepts and vocabulary relevant to what students are learning.</p> <p>Teacher creates alternate arrangements for small group, large group and individual work. Teacher considers seeking student input about best arrangement for their learning.</p>	<p>District adopted instructional framework materials</p> <p><i>Why Didn't I Learn This in College?</i>, Chapter 9: Classroom Interior Design, pages 243-246, Paula Rutherford</p> <p><i>Classroom Management that Works</i>, Marzano</p> <p><i>Safe and Civil Schools</i>, Randy Sprick: http://www.safeandcivilschools.com/</p>
The teacher maximizes instructional time by implementing smooth transition routines and processes.	<p>Are transitions intentional and necessary?</p> <p>Have you anticipated challenges or obstacles that may arise during transitions?</p> <p>What time is allocated for transitions from activity to activity?</p> <p>Do students understand the sequence of movement/ events/expectations during the transition?</p>	<p>Teacher determines the purpose for transition (attention, movement, supplies etc).</p> <p>Teacher identifies all the points during the day/schedule/lesson when students are transitioning.</p> <p>With students, the teacher sets a time goal for transitions and charts the progress toward the goal.</p> <p>Teacher visits a classroom to observe expertly managed time and transitions.</p> <p>Teacher regularly practices routines and transitions.</p>	<p><i>Why Didn't I Learn This in College?</i>, Chapter 9: Organizing the Classroom for Learning, pages 234-237</p> <p><i>Teach Like a Champion</i>, Chapter 5: Creating a Strong Classroom Culture, pages 154-157</p>

The teacher fosters and manages a safe and inclusive environment that takes into account physical, emotional and intellectual well-being.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher organizes the teaching materials and resources so that they are easily accessible to the teacher and the students.	<p>What is your system for collecting and organizing materials and resources prior to the lesson?</p> <p>Are there times when you need to stop teaching to gather materials? How will you handle that transition?</p> <p>How do students know what is and what is not available for their use?</p> <p>How do you teach students to safely handle materials/resources/technology to promote their thinking/learning?</p>	<p>Teacher makes a list of materials needed for lesson plan (what do you need? what do students need?)</p> <p>Teacher/students create procedures for efficient and safe management of materials.</p> <p>Teacher labels materials and resources.</p> <p>Teacher designates a specific place for materials.</p> <p>Teacher models appropriate use of materials for a variety of purposes.</p> <p>Teacher discusses and posts rules and norms.</p>	<i>Why Didn't I Learn this in College?</i> Chapter 8: Setting yourself up for success and Chapter 9: Organizing the classroom for learning

EMOTIONAL

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher intentionally builds positive relationships with students.	<p>What school-wide systems are in place to support positive behavior?</p> <p>How do you show students that you value them?</p> <p>How do you learn about your students' personal lives outside of the classroom?</p>	<p>Teacher knows school's behavior and discipline expectations.</p> <p>Teacher greets students by name at the door to welcome them.</p> <p>Teacher creates a student and family survey to get to know students.</p> <p>Teacher participates in family nights, uses conferences as an opportunity to learn about family.</p>	<p><i>Teacher Talk: What It Really Means</i>, Chick Moorman</p> <p><i>Teaching With Love and Logic</i>, Jim Fay</p> <p><i>Teach Like a Champion</i>, Chapter 7: Building Character and Trust, Lemov</p>
The teacher promotes positive relationships between and among students.	<p>What norms and routines might you and your students establish that promote positive student-to-student relationships?</p> <p>How do you structure developmentally appropriate formal and informal student interactions that support language acquisition and encourage cultural understanding?</p>	<p>Teacher plans and implements ice-breaker/community building activities periodically throughout the year (or when groups change).</p> <p>Teacher plans and regularly implements turn and talk / pair share / group conversation opportunities throughout lesson cycle.</p>	10:2 Theory Mary Budd Rowe: http://www3.newton.k12.ma.us/sites/default/files/users/105/MBR_10-2_Principle.pdf

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The classroom climate encourages students to take intellectual risks.	What strategies are in place for students to share ideas, manage disagreements and value multiple perspectives?	Teacher has a class meeting to collaboratively decide and communicate norms and expectations. Teacher determines appropriate steps for reinforcing expectations within the classroom.	<i>Checking Our Systems for Equity</i> , Enid Lee
Students engage in productive learning conversations.	Do students welcome and invite each other's thinking? Are there multiple ways for students to share their thinking? How do you teach the roles and expectations of group work? What systems to you have in place that hold students accountable during partner/group learning?	Teacher implements structured conversation strategies; think pair share, Socratic Seminar, or Literature Circles, etc. Teacher pre-plans and creates possible groups or partnerships for multiple learning purposes (heterogeneous, homogeneous, etc). Teacher provides graphic organizers and/or assign roles and responsibilities for students to work collaboratively.	<i>Why Didn't I Learn This in College?</i> Chapter 9: Organizing the Classroom for Learning, pages 249-256

Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

CHAMPs Classroom Management Strategies: <http://www.dailyteachingtools.com>

Intellectual Character, Chapter 7: Thought-Full Environments: Sustaining a Culture of Thinking, Ron Ritchhart

Jim Burke: <http://www.Englishcompanion.com>

Kagan Strategies: <http://www.kaganonline.com/index.php>

Positive Behavior Interventions and Supports: <http://www.pbis.org>

Teach Like a Champion, Chapter 2: Planning that Ensures Academic Achievement, pages 67-69, Lemov

CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.

KEY WORD: Assessment

DEFINITION: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments</p> <p><i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction</p> <p><i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records</p>	<p><i>Assessment for Student Learning</i> A1: Self-assessment of learning connected to the success criteria A2: Demonstration of learning A3: Formative assessment opportunities A4: Collection systems for formative assessment data A5: Student use of assessment data</p>	<p>Component 6.1: Designing Instruction Aligned to Assessment</p> <p>Component 6.2: Using Multiple Data Elements</p> <p>Component 6.3: Tracking Student Progress</p>

Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher designs formative and summative assessments to assess student learning and progress toward standard.</p> <p><i>Formative Assessment</i> (during instruction) is used to improve student learning and used to modify classroom instruction.</p> <p><i>Summative Assessment</i> (after instruction) is used to determine the extent to which standards were learned.</p>	<p>What information do you need to help you know what your students know and understand?</p> <p>How will you determine to what degree your students understand?</p>	<p>Teacher selects a standard to be worked on in class and decides on a formative assessment strategy to assess the learning.</p> <p>Teacher creates and refines rubrics that articulate expectations at each level of progress toward standard.</p> <p>Teacher embeds opportunities for students to self assess their own learning and understanding throughout the lesson cycle.</p>	<p><i>Understanding By Design</i>, McTighe, Wiggins</p> <p><i>Classroom Assessment for Student Learning</i>, Stiggins, Arter, Chappuis & Chappuis.</p> <p>District adopted instructional framework materials</p>



The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher uses assessment data to modify and inform instruction.</p>	<p>How do you use formative and summative assessment information to determine where your students are in their progression toward the standard?</p> <ul style="list-style-type: none"> • What can the student do? • What is the student attempting to do? • What does the student need to do? • How will you provide feedback to inform your students of their progress? • How will you address student misunderstandings, gaps and next steps? 	<p>Teacher uses available district data.</p> <p>Teacher gives students feedback that is timely, specific, accurate and frequent enough to help them and you to determine next steps.</p> <p>Teacher determines who needs re-teaching, alternate instructional strategies, performance tasks, or extensions.</p>	<p><i>The Teaching for Understanding Guide</i>, Chapter 7: Ongoing Assessment, Blythe and Associates</p> <p>Protocols for Looking at Student Work: http://www.nsrfharmony.org/protocol/a_z.html</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>Teacher actively monitors and assesses students' progression towards goals.</p>	<p>How will you track students' progression toward goals?</p> <p>What kind of information best conveys student progress toward standards?</p> <p>How do students track their own progression toward goals?</p>	<p>Teacher sets up grade book to inform you and students of their progress. Teacher keeps system current.</p> <p>Teacher talks with colleague about grade book strategies.</p> <p>Teacher develops and/or uses rubrics of success indicators, narrative description of assignments and expectations, standards-based grading.</p> <p>Teacher sets up system for students to track their own learning (learning logs, goal check-in points, progression scale 1-5, rubrics, self assessments).</p>	<p>Access district/ school grading policy</p> <p><i>How to Grade for Learning</i>, Ken O'Connor</p>



Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Alphabet Taxonomy "Assessment": http://docdigger.com/docs/alphabet_taxonomy.html

Assessment Time Saving Procedures for Busy Teachers, Bertie Kingore

Center for Strengthening the Teaching Profession; Learning to Love Assessment; Ed Leadership Dec 2007-Jan 2008 pg 8-13

Center for Strengthening the Teaching Profession; Teaching and Learning Cycle: http://www.cstp-wa.org/sites/default/files/teach%20cycle_2_0.pdf

Feedback support from Exemplars Standards-based Assessment + instruction, Exemplars.com: http://www.exemplars.com/assets/files/Feedback_to_Students.pdf

Classroom Strategies That Work, Marzano; 2nd Edition (section on feedback)

Online rubric creation: <http://www.rubistar4teachers.org>

"The Rest of the Story" Ed Leadership Dec 2007-Jan 2008 pg 28-35

CRITERION 7: Communicating and collaborating with parents and school community.

KEY WORD: Families and Community

DEFINITION: The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 4: Professional Responsibilities</i> 4c: Communicating with families</p>	<p><i>Professional Collaboration and Communication</i></p> <p>PCC3: Parents and guardians</p> <p>PCC4: Communication within the school community about student progress</p>	<p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p> <p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p>



Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 7: Communicating and collaborating with parents and school community.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher uses culturally relevant communication with students and families.	<p>How will you ensure culturally sensitive, timely, and positive communication with students and families?</p> <p>How will you effectively engage in two-way communication that is responsive to family insights?</p> <p>How will you nurture positive family involvement?</p> <p>What can be done to facilitate equitable access to communication formats?</p>	<p>Teacher establishes two-way communication systems.</p> <p>Teacher establishes relationships with families that facilitate on-going communication.</p> <p>Teacher identifies under-served populations in the classroom to build partnerships with families.</p> <p>Teacher reaches out to parents who are unable to attend school-wide events (Open House, Parent Conferences, Student Led Conferences, IEP Meeting, etc.).</p> <p>Teacher uses a variety of communication tools (e.g. written and verbal communications technology -email, blogs, website).</p> <p>Teacher utilizes translators as needed.</p> <p>Teacher considers parent input when planning instruction.</p>	<p><i>Why Didn't I Learn This in College?</i>, Paula Rutherford, "Working with Parents as Partners," pages 259-272</p> <p>"Tips for New Teachers Making the Most of Parent-Teacher Conferences": http://www.ascd.org/ascd-express/vol6/612-wilson.aspx</p> <p>"Positive Perspectives on Parents and Families," Teaching Diverse Learners, Principles for Culturally Responsive Teaching http://www.alliance.brown.edu/tcl/tl-strategies/crt-principles.shtml#perspectives</p>

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates in an ethical and professional manner.	<p>How might you positively and accurately respond to questions regarding student's successes and challenges?</p> <p>How will you positively and accurately respond to questions about students' support programs (e.g. special education, advanced placement, gifted and talented).</p>	<p>Teacher responds to communication requests in a timely manner and maintains a student "communication log."</p> <p>Teacher prepares for conversations with families.</p>	<p>Communication Log Template: http://www.teachervision.fen.com/tv/printables/ContactRecord.pdf</p>

The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates and collaborates with students and families about instructional programs.	In what ways will you succinctly share relevant information about class content, standards, goals (IEP, learning plans) and school events?	Teacher locates and uses district data resources. Teacher interprets and analyzes data. (See Criteria 6.)	State, district and building assessment data

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates and collaborates with students and families about student progress.	How will you maintain on-going communication with all families? How will you engage parents and families as teachers, supporters, advocates, and decision makers in their student's learning? How will you use multiple data points to inform students and families about student achievement?	Teacher ends conversations with student, teacher, and parental by articulating and recording next steps. Teacher ensures that promises made are ones the teacher can keep.	“Parental Concern Checklist”: http://www.educationworld.com/tools_templates/ParentalConcern.doc http://www.teachervision.fen.com/teacher-parent-conferences/printable/59514.html “Managing Parent-Teacher Conferences,” a consensus sheet to give to each conference participant: http://www.teachervision.fen.com/teacher-parent-conferences/printable/59514.html#ixzz1nQgJ1csr



EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
The teacher identifies educational stakeholders and facilitates resources to promote student learning.	Which colleagues have relevant information to share about students? How might you coordinate time to discuss student progress? How will you facilitate discussions with stakeholders?	Teacher requests a grade-level meeting with other teachers who have the same student. Teacher asks a colleague who they go to when they need more information or resources for a student. Teacher schedules a meeting with the school counselor, ELL teacher and a special education teacher to generate a list of the information on stakeholders in school.	Tool for measuring family and school partnerships: http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm



Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

“Good News” post card – and other communication tools: http://www.educationworld.com/tools_templates/index.shtml

“How to Deal with Angry Parents”: <http://www.nea.org/home/12800.htm>

Links for a variety to conferencing ideas such as considerations, collaboration ideas, tips for successful conferences, forms and records planner template, and more:

<http://www.teachervision.fen.com/teacher-parent-conferences/resource/3713.html> and http://www.educationworld.com/tools_templates/index.shtml#parent

“Parent Conference Considerations”:

<http://www.teachervision.fen.com/teacher-parent-conferences/teaching-methods/3854.html?detoured=1>

“Parent-Teacher Conferences: Before, During, and After”:

<http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html>

“Parent-Teacher Conferences: Five Important Questions”:

<http://www.teachervision.fen.com/teacher-parent-conferences/teaching-methods/3683.html?detoured=1>

Telephone conversation itinerary:

<http://www.teachervision.fen.com/teacher-parent-conferences/printable/3724.html?detoured=1>

“Tips for a Successful Parent-Teacher Conference”:

<http://www.teachervision.fen.com/teacher-parent-conferences/printable/54418.html>

CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

KEY WORD: Professional Practice

DEFINITION: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

DANIELSON	CEL 5D+	MARZANO
<p><i>Domain 4: Professional Responsibilities</i></p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p> 	<p><i>Professional Collaboration and Communication</i></p> <p>PCC1: Collaboration with peers and administrators to improve student learning</p> <p>PCC2: Professional and collegial relationships</p> <p>PCC5: Supports school, district, and state curriculum, policy and initiatives</p> <p>PCC6: Ethics and advocacy</p>	<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p>

Focus questions for reviewing this Criterion:

- What do I already understand about my performance in this criterion?
- How does my district's instructional framework align with this criterion?
- What aspects of my performance in this criterion need practice and exploration?

CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher participates collaboratively in an educational community to improve instructional practice and impact student learning.</p>	<p>What groups and partnerships are you currently working in? How are you aware of and enacting the norms of the collaborative groups in which you meet and work?</p>	<p>Teacher participates in development and using the norms of collaboration. If there are no norms, teacher offers to help the group establish some. Teacher models and values diverse opinions. Teacher holds him/herself accountable to group goals and outcomes.</p>	<p>School or district norms/expectations for collaborative work <i>Professional Learning Communities at Work</i>, Richard Dufour. CSTP's Teacher Leadership Framework: http://www.cstp-wa.org/teacher-development/teacher-leadership/skills-framework</p>
	<p>How do you share responsibility to enhance the collaborative work process?</p>	<p>Teacher shares ideas, work load and resources with the group. Teacher offers to bring/share student work and/or data to contribute and receive feedback.</p>	<p>All Things PLC: http://www.allthingsplc.info/ PLC Washington: http://www.plc-washington.org/site/default.aspx?PageID=1</p>
	<p>In what ways are your goals and outcomes directly focused on student learning? How is the team addressing the individual needs of each student?</p>	<p>Teacher uses questioning to help the group refocus on student achievement. Teacher volunteers to facilitate the meeting or to bring student work to discuss. Teacher enlists other members of the group to help refocus the work. Teacher shares what you know from your teacher prep program about collaborative groups.</p>	<p><i>Groups at Work</i>, Lipton and Wellman. Probing Questions Exercise: http://www.nsrharmony.org/protocol/doc/probing_questions.pdf CFG Protocols: http://www.nsrharmony.org/faq.html <i>Teacher Leadership Stories</i>, Swanson, Elliott and Harmon District's instructional framework documents</p>

The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher advances the knowledge and practice of teaching as a profession within the educational community to impact student learning.</p>	<p>How can you help your team focus on building and district initiatives and expectations?</p> <p>How does your team address building and district initiatives as they connect to student achievement (e.g., content expectations, instructional materials and various assessments—formative and summative; classroom, district and state standards)?</p> <hr/> <p>How do you participate with your team to study and apply current professional literature and pursue professional learning opportunities focused on content, instruction, and assessment?</p> <p>How are you sharing with others your insights from your graduate experience and your new learning as a new teacher?</p>	<p>Teacher poses probing guides to help guide the focus of colleagues.</p> <p>Teacher shares information received about building and district initiatives.</p> <p>Teacher begins looking at Common Core State Standards with colleagues.</p> <hr/> <p>Teacher applies and shares research-based, best teaching practices to positively impact student learning.</p> <p>Teacher shares articles and stories of what he/she have tried.</p>	<p>School or district norms/expectations for collaborative work</p> <p><i>Professional Learning Communities at Work</i>, Richard Dufour</p> <p>CSTP's Teacher Leadership Framework: http://www.cstp-wa.org/teacher-development/teacher-leadership/skills-framework</p> <p>All Things PLC: http://www.allthingsplc.info/</p> <p>PLC Washington: http://www.plc-washington.org/site/default.aspx?PageID=1</p> <p><i>Groups at Work</i>, Lipton and Wellman</p> <p>Probing Questions Exercise: http://www.nsrharmony.org/protocol/doc/probing_questions.pdf</p> <p>CFG Protocols: http://www.nsrharmony.org/faq.html</p> <p><i>Teacher Leadership Stories</i>, Swanson, Elliott and Harmon</p> <p>District's instructional framework documents</p>



EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher pursues professional development to meet annual professional goals (as described in the professional growth plan).</p>	<p>How might you incorporate your Professional Growth Plan (PGP) into your current practice?</p> <p>Have you re-evaluated the PGP you developed in your certification program with your current teaching assignment?</p> <p>Whom in your building or district could help you with that?</p>	<p>Teacher shares PGP with colleagues, mentor, instructional coach and principal to help find resources for support.</p> <p>Teacher asks building and district staff members for a list of professional development opportunities around the topics identified in PGP.</p>	<p>Local ESD</p> <p>District PD calendar</p> <p>Professional organizations (NCTM, Learning Forward, etc)</p> <p>District and building coaches</p> <p>Administrators</p> <p>Colleagues</p> <p>Evaluation comments</p> <p>District instructional framework materials</p> <p>Assessment data</p> <p>Professional Growth Plan</p>
	<p>What systems are in place in your school (evaluations, instructional coaches, building/district initiatives) that offer peer observation and feedback?</p>	<p>Teacher asks peers or administrators to observe and give feedback on teaching practice.</p>	
	<p>How does student achievement data inform your professional goals?</p> <p>How do you use your students needs to drive your choice of professional development?</p> <p>How will you know if it has worked?</p>	<p>Teacher works with a colleague or administrator to set professional goals related to student achievement.</p> <p>Teacher creates a grade level team goal based on student achievement data.</p>	

EXPECTATION	GUIDING QUESTIONS	ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher advocates for curriculum, instruction and learning environment that meets the diverse needs of each student.</p>	<p>What might be impeding your students' ability to learn? What inequities might be contributing to this?</p> <p>What is in your control to manage where/when/how you need to leverage support from others?</p> <p>Who might have expertise or authority around this dilemma?</p> <p>How might you use the existing system to focus attention to the need you've identified?</p> <p>How do you know when it is time to let the dilemma go for a while?</p>	<p>Teacher gets clear about any decision-making process that might be a part of a dilemma.</p> <p>Teacher enlists the help of colleagues with decision-making authority to help think through the dilemma (principal, department chair, etc).</p> <p>Teacher learns more about the system capacity around this dilemma.</p> <p>Teacher considers what is to be gained/risked by speaking up.</p> <p>Teacher asks questions first before demanding action.</p>	<p>Consultancy protocol: http://www.nsrffharmony.org/protocol/doc/consultancy_dilemmas.pdf</p> <p>Circle of Perspectives Routine: http://pzweb.harvard.edu/vt/VisibleThinking</p>

Reflections:

What did I read that I might want to try?

When am I going to try this?

How will it look different than what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Promoting Purposeful Discourse, edited by Eisenmann & Cirillo

The Art of Facilitation, Hunter, Bailey & Taylor

The Zen of Groups, Hunter, Bailey & Taylor

The Power of Protocols, McDonald, Mohr, Dichter & McDonald

The Facilitator's Book of Questions, Allen & Blythe

Crucial Conversations, Patterson, Grenny, McMillan & Switzler

How the Way We Talk Can Change the Way We Work, Kegan & Lahey

REVISED MAY 2014

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