TEACHER EVALUATION

AND

GROWTH SYSTEM

Reference Documentation

Prepared by:

Teacher Evaluation Committee

Lake Havasu Unified School District #1
2200 Havasupai Blvd.
Lake Havasu City, AZ 86403

Adopted: June 14, 2011
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I. INTRODUCTION

Statement of Purpose

The foremost purpose for evaluating certificated personnel is to improve student learning.

The Lake Havasu Unified School District #1 Teacher Evaluation and Growth System is designed to contribute to the District’s pursuit of excellence in education and to help carry out the District’s Mission Statement.

The Teacher Evaluation and Growth System applies to all certificated teaching staff.

Evaluations must be completed by Board-approved qualified evaluators. For the purpose of the Teacher Evaluation and Growth System, the person designated to serve in the role of evaluator is the principal, assistant principal, dean of students, director, designated teacher on assignment or qualified evaluator identified by the principal or director and will be referred to as the primary evaluator.

The Teacher Evaluation and Growth System assures the Governing Board and the community that quality education is a responsibility shared by all staff. The evaluation system also provides for specific and reasonable plans for improvement of teacher performance if the performance of the teacher requires improvement. Additionally, it provides for termination of teachers for inadequate job performance as mandated by Arizona State Statute.

Philosophy/ Belief Statements

We believe the Teacher Evaluation and Growth System should

- provide opportunities for teachers to improve their instruction.
- be a collaborative endeavor between the evaluator and the person being evaluated.
- facilitate open communication in an atmosphere of mutual trust and respect.

State Statute and Policy Statement

It is the intent that the LHUSD #1 Teacher Evaluation and Growth System be aligned with State Statute and to the extent that it is not, State Statute § 15-537 shall prevail.

In this document, “Non-continuing” refers to a teacher who has not been employed by the school district for the major portion of three consecutive years; “Continuing” refers to a teacher who has been employed by the school district for more than the major portion (one day more than half of contract days) of three consecutive school years.
II. PROCESS/PROCEDURES

Guidelines for Evaluation Process

Orientation of Teachers
During the first month of school each principal will review the Lake Havasu Unified School District #1’s Teacher Evaluation and Growth System with the faculty. Copies of the various observation forms and the summative evaluation form with rubrics as well as the RIF policy and blueprint will be given to all teachers so they understand what is expected of their job performance. All teachers must sign that they have received an overview of the evaluation and RIF process.

Formative Evaluation
Evaluators will use the T4S observation protocol as well as any other type of walk-through or other informal observation instruments/processes to gather data throughout the school year. Informal Observations may be announced or unannounced. Principals will conduct a minimum of five T4S observations per year – one of which is the formal observation. Teachers will be given feedback on informal observation visits by the evaluator.

Formal Observations/Summative Evaluations
Formal Observations will be conducted a minimum of twice a year (once each semester) for non-continuing teachers and once a year for continuing teachers. Formal observations will consist of the following steps:

Pre-conference
The Formal Observation Preparation Form must be submitted no later than 48 hours prior to the formal observation. A pre-conference may be held prior to a scheduled classroom observation to discuss the lesson.

Scheduled Classroom Observation
The formal observation will be scheduled and must last a minimum of 30 minutes. Descriptive data will be recorded during the observation.

Post-conference
A post-conference will be conducted for each formal observation within 5 working days after the formal evaluation is completed. The purpose of the conference is to review the scheduled observation data. The teacher will use the Self-Reflection Form (page 12) and bring it to the Post-conference. At that time the evaluator and teacher will discuss the lesson.

Summative Evaluation
For non-continuing teachers, evaluation #1 must be completed prior to Thanksgiving and evaluation #2 must be completed by the first Monday in April. For continuing teachers, evaluations must be completed by the first Monday in April.

Reduction In Force (RIF) Policy
HB 2227 went into effect July 1, 2010. It significantly changed hire, rehire and RIF policies. Staff tenure and seniority will no longer be the considerations in retention determinations. An employee, who resigns, is laid-off or terminated for any reason and later seeks re-employment, will have the status of a new employee. Therefore the summative evaluation form for teachers (which counts 80%) now contains a quantified point system. In addition a RIF Blueprint (which counts 20%) considers other factors which are weighted to assist teachers in receiving points.

The RIF Blueprint consists of Qualifications and Commitment including
- Endorsements/Certifications
- Hard to fill position
- Active involvement in a currently ongoing committee
- Planning/supervisory role in school club/event/sport
- Voluntary school event/activity/sport help
Required Improvement Plan

At any point during the year, based on formal or informal observations or the formal summative evaluation, a teacher may be placed on a Required Improvement Plan (RIP). This plan will identify the area(s) needing improvement, the resources which may be used for improvement and the time line for expected progress. The RIP can be considered an indication that the teacher’s performance is unsatisfactory and may be inadequate for continued employment.

Professional Development Plan

After the final Summative Evaluation of the year, EVERY teacher will establish a Professional Development Plan for the following year. These plans may be modified at the beginning of the following school year. The plan will be collaboratively developed between the teacher and evaluator. The intent of the Professional Development Plan is to foster continual professional improvement. The plan may include areas in which the evaluator and teacher feel are conducive for professional improvement but do not constitute issues for non-employment.

Academic Coaches

While Academic Coaches may be using the T4S during classroom visits, their purpose is to support and coach the teacher. They do not do any evaluations and they are not required to share their observation information with the principal. Because the Academic Coaches are not qualified evaluators, their feedback is not a basis for appealing an evaluation.

Description of Skill Sets/Criteria and Ratings

Teachers will be formally evaluated and rated on each of the following seven quality Skill Sets.

I. PLANNING SKILLS: The teacher plans instruction that develops students’ abilities to meet the Arizona Academic Standards and the district assessment plan.

II. CONTENT KNOWLEDGE: The teacher has general, as well as specific, academic knowledge in subject areas sufficient to develop students’ knowledge and performance on Arizona Academic Standards.

III. INSTRUCTION: The teacher delivers and manages instruction which meets Arizona Academic Standards and which focus on the learner’s mastery of skills and concepts.

IV. EVALUATION/ASSESSMENT: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students’ abilities to meet Arizona Academic Standards.

V. CLASSROOM MANAGEMENT: The teacher provides students with a safe and structured environment in which to learn.

VI. INTERPERSONAL SKILLS: The teacher communicates effectively with students, parents, staff and administration.

VII. PROFESSIONALISM: The teacher demonstrates the high standards of the teaching profession through word, action and continuous professional development.
Ratings of each indicator will fall under the following categories:

A. Exemplary – Performance is outstanding above and beyond proficient.
B. Proficient – Performance meets standards for all indicators.
C. Developing – Performance demonstrates evidence of progress, but the teacher needs to continue working towards proficiency.
D. Unsatisfactory – Performance is below standard. The teacher must improve performance. If needed, supervisor will prepare a Required Improvement Plan within 15 instructional days of the rating. The District may issue a Preliminary Notice of Inadequacy of Classroom Performance but only after a Required Improvement Plan has been developed.

1. A Non-continuing teacher who receives a Preliminary Notice has 90 calendar days in which to overcome the inadequacies as specified in the Notice.
2. A Continuing teacher who receives a Preliminary Notice has no less than 60 instructional days in which to overcome the inadequacies as specified in the Notice.
3. Teachers who do not improve in the required time period will be given an Intent to Dismiss or Intent to Non-renew by the Governing Board.

An employee may be placed on a Required Improvement Plan after receiving an Unsatisfactory in any skill set.

Sources for Assistance

All new teaching staff will be assigned a mentor for the first two years of employment. There will be mandatory mentee training sessions the first year and second year to assist in professional development of new staff.

Any certified staff member may choose to attend any of the mentee training sessions or an Administrator may encourage or mandate attendance for any staff on a RIP.
## III. GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th><strong>Academic standards</strong></th>
<th>These are the standards which the State of Arizona has outlined as to what a student is to know or be able to do at each grade level and in each content area.</th>
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</thead>
<tbody>
<tr>
<td><strong>Anticipatory set</strong></td>
<td>Actions and statements by the teacher which cause each student to relate his or her prior learning to the objective(s) of the lesson.</td>
</tr>
<tr>
<td><strong>Big Idea</strong></td>
<td>Important ideas or core processes that are central to a discipline, are transferable to new situations, and have lasting value beyond the classroom. What we want students to understand and be able to use several years from now, after they have forgotten the details. Big ideas connect discrete facts and skills. Examples: People read for many reasons. Readers use specific strategies to comprehend what they read. Power corrupts. Expansion carries economic development.</td>
</tr>
<tr>
<td><strong>Bloom’s Revised Taxonomy</strong></td>
<td>There is a copy of the Bloom’s Revised Taxonomy in this packet. Bloom’s Taxonomy has changed some terms and some order of the levels of cognition.</td>
</tr>
<tr>
<td><strong>Centers or stations</strong></td>
<td>Learning Centers or Stations refer to pre-planned areas where students will learn and practice skills and concepts in a small group or with a partner.</td>
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<tr>
<td><strong>Checking for understanding</strong></td>
<td>The teacher checks to see if all the students understand what is being taught; determination of whether the students have “gotten it” before proceeding. If there is doubt, the concept/skill should be re-taught before practice begins.</td>
</tr>
<tr>
<td><strong>Chunking</strong></td>
<td>Method of organizing the content being taught into short segments so that students can better understand and master the content.</td>
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<tr>
<td><strong>Classroom structure</strong></td>
<td>Refers to the expectations, rules, procedures which have been set in place by a teacher so that the classroom runs smoothly and appropriately for the lesson/activity.</td>
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<td><strong>Closure</strong></td>
<td>Those actions or statements by a teacher which causes each student to summarize the major points of the learning. “Any questions? No. OK, let’s move on” is NOT closure.</td>
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<tr>
<td><strong>Content knowledge</strong></td>
<td>This refers to the level of knowledge a teacher has in a particular subject matter. Teachers need to be current in the field in which they instruct.</td>
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<td><strong>Content Standards</strong></td>
<td>Refers to the actual standard to be addressed in the lesson based on the content (what students need to know or be able to do) for that subject area.</td>
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<td><strong>Continuing Teacher</strong></td>
<td>Certified teacher who has been employed by the district for more than three consecutive years.</td>
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<td><strong>Cross curricular integration</strong></td>
<td>This refers to integrating what is learned in one content area with other content areas. For example: reading and writing are skills that go across all content areas. Assignments can be given which increase mastery of reading and writing while addressing the content of Math, Social Studies, Science, etc.</td>
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<td><strong>Curriculum maps</strong></td>
<td>The horizontal and vertical alignment of the curriculum to meet the state standards. A teacher-driven process of standards-based instructional planning and preparation to ensure more effective teaching and greater student achievement.</td>
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<tr>
<td><strong>Developing</strong></td>
<td>The rating of “developing” means that this may be a new teacher or a new skill for a veteran teacher which is in progress. It does not carry a negative connotation. It also carries the expectation that this area continue to be developed into the proficient column.</td>
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<td><strong>DIBELS</strong></td>
<td>Dynamic Indicators of Basic Early Literacy Skills is the assessment used in grades K-6 three times a year for tracking benchmark skills in reading.</td>
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<td><strong>Differentiated instruction</strong></td>
<td>This is not just one strategy but a variety of strategies used to change, modify and/or adjust the content, materials, process or the product based on student needs. Example: Changing the process refers to the way student’s access material i.e., one student may explore a learning center while another student may collect information from the Web. Example: Changing the product refers to the way in which a student shows what he or she has learned i.e., to demonstrate understanding of a geometric concept, one student may solve a problem set while another student may build a model. Example: Changing the content refers to the way students understand essential content questions i.e., conjoining two nonconsecutive chapters in a textbook with an umbrella theme and several essential questions rather than learning every detail of each chapter.</td>
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<td><strong>Disengagement (Teacher)</strong></td>
<td>This refers to teachers who are not actively participating in the academic learning process. Example: teachers who give an assignment and sit at their desks or computer working on an activity not related to the standard or objective of the given lesson are disengaged from student learning. Engagement requires interaction between teacher and student, cues, proximity and guidance.</td>
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| **Elements of Effective Instruction** | There is a specific document in this packet which outlines these concepts further(pages 47 and 48) This includes  
- Objectives  
- Chunking (task analysis during planning)  
- Pre-assessment (differentiated instruction)  
- Anticipatory set  
- Active engagement  
- Closure/summary  
- 5 variables of motivation  
  - anxiety  
  - success  
  - knowledge of results (feedback)  
  - interest  
  - feeling tone  
- 4 factors of retention  
  - meaning (relevancy)  
  - modeling (example)  
  - practice  
  - feeling tone  
- monitor/adjust |
| **Elicit** | Refers to getting the attention and participation of students in their learning during a lesson. Questioning techniques that allow all of the students to respond in some way facilitates their total engagement in the lesson. |
| **Engagement (Student)** | To focus, attention and involvement of the students in the teaching/learning process. Students are actively involved with the content or the objective. |
| Essential Questions | Over-arching questions written in student-friendly language that focus on higher-order learning skills that are designed to provoke and sustain student inquiry, while focusing learning and assessment or questions that lie at the heart of a subject or a curriculum and promote inquiry and coverage of a subject that do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Questions can be over-arching or topical (unit-specific) in scope—What questions students will be asked to consider? i.e., How does scientific knowledge change? How do objects move? How does science influence everyday life? What is science? |
| Exemplary | The rating of “exemplary” on the summative evaluation document indicates that the teacher displays professional qualities that are outstanding and are above and beyond proficient. |
| Formal Observation | A scheduled classroom observation pre-arranged by the evaluator and the teacher. |
| Formative Assessments of Students | Quizzes, tests, Galileo benchmarks, DIBELS benchmarks or other assessments, such as checking for understanding, a teacher may use during and/or just after instruction to see if students are making progress in learning the material. Formative assessments are monitored but not necessarily graded. It is not a final test which illustrates a level of mastery, but is used to monitor the progress a student has made and indicate areas where the student may need more instruction or practice. |
| Exemplary | Any observations, formal or informal, which are done to gather information about a teacher’s performance and to help the teacher to improve. This is ongoing throughout the full cycle process. |
| Galileo | The District Assessment Program from ATI which is used by teachers in our District for benchmark testing in Reading and Math. |
| Grooming | A teacher’s appearance in terms of cleanliness and personal hygiene. |
| Guided practice | This is also known as “we do”. It is an opportunity for each student to demonstrate their grasp of the new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. |
| Higher order thinking skill | Refers to the levels of Bloom’s Taxonomy which require students to apply, analyze, evaluate or create. These are higher order because they require divergent thinking and where there may not be only one response or answer. |
| I do - We do - You do | This refers to an instructional strategy in which a teacher presents, models and thinks aloud(I do), then gives guided practice (We do), followed by independent practice (You do). In effective teaching, teachers emphasize the “We do” phase so that students will be successful in independent work. |
| Independent Practice | Students work by themselves to apply what they have learned and to show if they have mastered a concept. |
| Informal Observation | Observations made by an evaluator at various times during the school year in a variety of situations. Data gathered may be used to support the evaluation process. |
| Language Standards | Refers to the English Language Proficiency Standards used as part of the Arizona SEI model in which actual standards for English Language Learners are specifically targeted to use with the entire class to master language regardless of the content area. |
Lesson Objective  What the student is to know or be able to do by the completion of a lesson. The objective needs to be posted AND stated in student-friendly terms.

Mastery  Indicates that a student has learned and retained a concept from the lesson, performance objective, or standard.

Monitor and adjust  This means that during instruction a teacher is continually assessing whether the students are understanding and/or can apply a concept being taught in order to know:
  - if the concept must be re-taught
  - if the information should be presented in a different way
  - if certain students will need additional intervention
  - if the teacher can move on to the next phase of the lesson.

Non-continuing Teacher  Certified teacher who has been employed by the district for less than three consecutive years.

Non-linguistic representation  This refers mainly to drawing, diagrams, or other ways students show that a concept is understood besides writing or speaking.

Observation  A period of time in which the evaluator is present in the classroom observing what is occurring in the classroom.

Performance objective(s)  Based on the Arizona State Standards, the performance objective(s) specifies what a student needs to be able to do in order to master that standard.

Pre-assessment  This refers to formal or informal determination of what a student knows already and how much instruction and what kind of instruction will work best for this student to master skills or concepts.

Professional Development Plan  Every teacher, along with the evaluator, identifies area(s) for professional development and the steps that will be taken to achieve the plan.

Professional Dress  This refers to the attire worn by a teacher that is befitting a professional educator. Each school should have a dress code policy which reflects the expectations for professional dress.

Proficient  The rating of “proficient” on the summative evaluation document indicates that a teacher is demonstrating all of the qualities expected of a professional educator in the domain described. It is the standard by which we measure all teachers.

Program Membership  Students who are identified as Special Education, Gifted, 504, and ELL

Qualified Evaluator  Administrator or other designee who has been trained to evaluate teachers and is on the list of qualified evaluators for the district.

Required Improvement Plan  A plan to improve teaching performance that is deemed to be unsatisfactory according to the evaluation criteria.

Retention  This refers to the ability of a student to put the concept mastered into long term memory and be able to demonstrate or apply the learning with later material or on a later assessment.

RIF Blueprint  20% of a teacher’s summative evaluation. The blueprint allows for additional points for endorsements/certifications, hard to fill positions, active involvement in current ongoing committees, planning/supervisory role in school club/event/sport and voluntary school event/activity/sport help.
**Scaffolding**
This refers to building up background knowledge for students when presenting a new concept. A scaffold upholds the structure of learning; therefore, the background knowledge a student has in relation to a concept helps them to comprehend the new information. There is both instructional scaffolding and verbal scaffolding which is found in the T4S protocol.

**Self Evaluation**
The Self Reflection Form (pg 12) may be filled out or used as a reference by the teacher as a process of reflection and brought to the summative evaluation conference with the evaluator.

**Standard**
This refers to the Arizona State Standards for the grade level and content area being taught. Teachers are required to always teach the Arizona State Standards to mastery. The standards designate what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

**Student achievement data**
This includes the use of Terra Nova, AIMS, Galileo, DIBELS and any other formal or informal testing measures used to determine how well a student is mastering the standards being taught.

**Summative Evaluation Teacher**
The evaluation summary of the teacher’s teaching and professional performance and includes both formal and informal observations and other pertinent data.

**Summative Student Testing**
This refers to tests which determine mastery of the standards which have been taught. Tests such as final exams, unit tests, Stanford 10 and AIMS are examples of summative tests.

**T4S Observation Protocol**
T4S stands for Teach For Success, a 15-20 minute classroom formative observation instrument developed by West Ed and copyrighted in 2004. The T4S will be one of the main instruments used during classroom visits to gather data about instructional practices which engage and support all students in learning.

**Task analysis**
When teachers look at the standards and objectives to be taught and determine essential vocabulary, essential facts, when and why the learning is important and the thinking process, this is task analysis. It is central to planning lessons and designing the guided and independent practice as well as the ways in which they will determine if students master the learning.

**Unsatisfactory**
The rating “unsatisfactory” means that a teacher’s performance has not met the expectations or standards by which professional educators are measured in this district and improvement is mandatory for continued employment. A teacher would be given a chance for improvement under the Required Improvement Plan for that and/or other areas.
## IV. DOCUMENTS

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<td>Elements of Effective Instruction</td>
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FORMAL OBSERVATION PREPARATION FORM

NAME _______  GRADE _______  SUBJECT _______

DATE OF SCHEDULED OBSERVATION _______

Please fill out this form and turn it in no later than 48 hours before your scheduled formal observation date. A pre-evaluation conference may be requested by either the teacher or the evaluator but is not required.

1. What performance objectives are being addressed? (Please write out the performance objective.)

2. State the learning objective (what students are to learn from this lesson.)

3. What materials, technology, resources will be used?

4. What preparation has been done with the students prior to this lesson?

5. How will you assess student understanding of this lesson?

6. Are there particular students upon which you would like me to focus?

7. Are there any areas in terms of content, delivery of instruction, student assessment or classroom management on which you would like me to focus?

8. Other information or requests:

Please attach a brief outline of your lesson plan and any student handouts.
LAKE HAVASU UNIFIED SCHOOL DISTRICT #1
SUMMATIVE TEACHER EVALUATION

Teacher: 
Assignment: 
School: 
Evaluator: 
School Year: 
Status: Non-continuing Year 1 [ ] 2 [ ] 3 [ ] Evaluation 1: [ ] Evaluation 2: [ ] 
Continuing: [ ] Additional Evaluation: [ ]

<table>
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<tr>
<th>Other Observation Dates</th>
<th>Formal Observation Date</th>
<th>Summative Conference Date</th>
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<tr>
<td>Teacher Signature</td>
<td>Evaluator Signature</td>
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<tr>
<td>Principal Signature</td>
<td>Director Signature</td>
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Professional Development Plan has been developed [ ]

Required Improvement Plan [ ]

Evaluator Recommendation:
☐ Adequate Classroom Performance
☐ Required Improvement Plan with no Preliminary Notice
☐ Preliminary Notice of Inadequacy of Classroom Performance
☐ Notice of Dismissal or Non-renewal
**I. PLANNING SKILLS: The teacher plans instruction that develops students’ abilities to meet the Arizona Academic Standards and the district assessment plan.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Planning instructional objective</td>
<td>• objective is consistently based on grade level state standards, program membership requirements and includes the language standards</td>
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<td></td>
<td>• every lesson includes an assessment of every student</td>
<td>• objective is consistently based on grade level state standards and program membership requirements</td>
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<tr>
<td></td>
<td>• uses textbook as a planning tool, not as the curriculum</td>
<td>• most lessons include an assessment of every student</td>
<td>• there is not always an assessment of every student in every lesson</td>
<td>• objective, if evident, is not based on grade level state standards and program membership requirements OR lessons do not have objectives</td>
</tr>
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<td></td>
<td>• uses a wide variety of resources for planning</td>
<td>• uses textbook as a planning tool, not as the curriculum</td>
<td></td>
<td>• lessons do not have assessments of student learning</td>
</tr>
<tr>
<td></td>
<td>• collaborates with others in planning and creating instructional objective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning delivery of lesson</td>
<td>• consistently plans effective strategies to elicit student engagement throughout the lesson</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• lesson planning consistently incorporates Elements of Effective Instruction</td>
<td>• consistently plans strategies to elicit student engagement throughout the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• plans extensive questions/activities that elicit higher order thinking</td>
<td>• lesson planning incorporates the Elements of Effective Instruction</td>
<td>• inconsistent planning of questions/activities that elicit higher order thinking</td>
<td>• few, if any, strategies are planned to elicit student engagement throughout the lesson</td>
</tr>
<tr>
<td></td>
<td>• collaborates with others in planning delivery of lesson</td>
<td>• plans questions/activities that elicit higher order thinking</td>
<td></td>
<td>• lack of understanding and/or lack of application regarding the Elements of Effective Instruction in lesson planning</td>
</tr>
<tr>
<td>Planning for differentiated instruction</td>
<td>• consistently and effectively uses student achievement data, state academic standards and student developmental needs, background and interests in planning for differentiated instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• collaborates with others in using student achievement data, state academic standards and student developmental needs, background and interests in planning for differentiated instruction</td>
<td>• consistently and effectively uses student achievement data, state academic standards and student developmental needs, background and interests in planning for differentiated instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• some use of student achievement data, state academic standards and student developmental needs, background and interests in planning for differentiated instruction</td>
<td></td>
<td>• does not use student achievement data, state academic standards and student developmental needs, background and interests in planning for differentiated instruction</td>
</tr>
</tbody>
</table>

**Comments:**
II. CONTENT KNOWLEDGE: The teacher has general, as well as, specific academic knowledge in subject areas sufficient to develop students’ knowledge and performance on Arizona Academic Standards.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| Depth of content knowledge | ● consistently demonstrates substantial content knowledge through lesson presentation and higher order questioning techniques when appropriate  
● consistently identifies and applies the big idea, essential questions and key concepts  
● consistently uses the academic language during instruction for the appropriate area/discipline  
● anticipates likely misconceptions that may occur during instruction and plans accordingly | ● demonstrates substantial content knowledge through lesson presentation and higher order questioning techniques when appropriate  
● identifies and applies the big idea, essential questions and key concepts  
● uses the academic language appropriate for the content area/discipline | ● demonstrates basic content knowledge  
● occasionally identifies and applies the big idea, essential questions and key concepts  
● some use of the academic language appropriate for the content area/discipline | ● makes content errors or does not correct student content errors when appropriate  
● does not identify or apply the big idea, essential questions and key concepts  
● does not use the academic language appropriate for the content area/discipline |
| Curriculum Integration     | ● consistently incorporates reading and writing within the content area  
● consistently demonstrates in depth knowledge of subject by incorporating or integrating cross curricular connections | ● incorporates reading and writing within the content area | ● provides some reading and writing opportunities within the content area | ● does not provide opportunities to read and write within the content area |
| Relevance to real world application | ● continuously makes connections between content and real life application for the students  
● provides multiple opportunities for students to demonstrate content knowledge to real world situations | ● consistently makes connections between content and real life application for the students | ● attempts to make appropriate connections between content areas and real life situations for the students | ● does not make connections between content areas and real life situations for the students |

Comments:
III. INSTRUCTION: The teacher delivers and manages instruction which meets Arizona Academic Standards and which focus on the learner’s mastery of skills and concepts.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| Lesson objective     | - objective is clearly written and aligned to State standards and curriculum map  
                      | - objective is displayed in student friendly language and includes the language standards  
                      | - objective is consistently referred to by teacher                           | - objective is usually written and aligned to State standards and curriculum map | - lessons do not have objectives OR the teacher may have an objective but is not aligned to State standards or curriculum map |
| Instructional Delivery | - elicits all students to be engaged in learning throughout the lesson  
                          | - makes it mandatory for all students to be engaged in learning throughout the lesson  
                          | - the Elements of Effective Instruction are demonstrated in lessons  
                          | - consistently uses time effectively  
                          | - elicits higher order thinking skills when appropriate  
                          | - directions are clear and explicit for all students  
                          | - teacher is engaged in the academic learning  
                          | - every lesson includes an assessment of every student  
                          | - could be used as a model of instructional delivery for colleagues | - elicits all students to be engaged in learning throughout the lesson  
                          | - makes it mandatory for all students to be engaged in learning throughout the lesson  
                          | - the Elements of Effective Instruction are demonstrated in lessons  
                          | - consistently uses time effectively  
                          | - elicits higher order thinking skills when appropriate  
                          | - directions are clear  
                          | - teacher is engaged in the academic learning  
                          | - most lessons include an assessment of every student | - elicits most students to be engaged in learning throughout the lesson  
                          | - attempts to make it mandatory for all students to be engaged in learning throughout the lesson  
                          | - some necessary Elements of Effective Instruction are missing or need refinement  
                          | - attempts made at efficient use of time not always effective  
                          | - sometimes elicits higher order thinking skills  
                          | - some directions are clear  
                          | - teacher is sometimes engaged in the academic learning  
                          | - some lessons include an assessment of every student | - does not elicit students to be engaged in learning throughout the lesson  
                          | - does not make student engagement mandatory  
                          | - most or all Elements of Effective Instruction are missing  
                          | - does not use time effectively  
                          | - does not elicit higher order thinking skills  
                          | - directions are unclear or not given  
                          | - teacher is disengaged in the academic learning  
                          | - does not have an assessment of every student |
| Differentiated Instruction | - consistently uses effective differentiated instructional strategies and activities for diverse abilities and needs  
                          | - effectively models differentiated instruction for colleagues or shares strategies for differentiated instruction | - uses effective differentiated instructional strategies and activities for diverse abilities and needs | - attempts to use effective strategies and techniques for diverse students | - does not use strategies which can be effective with diverse students |

16
### III. INSTRUCTION: The teacher delivers and manages instruction which meets Arizona Academic Standards and which focus on the learner’s mastery of skills and concepts. (cont.)

<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| Use of appropriate technologies to enhance learning    | • available technology resources are consistently and effectively used by both teacher and students to support and match the instructional objectives  
• technology activities are designed to actively engage students in meaningful learning  
• collaborates with others in using technology | • available technology resources are consistently and effectively used by both teacher and students to support and match the instructional objectives  
• technology activities are designed to actively engage students in meaningful learning  
• collaborates with others in using technology | • available technology is sometimes used appropriately to meet instructional objectives  
• technology is sometimes used to actively engage students in meaningful learning  
• collaborates with others in using technology | • little or no use of available technology OR inappropriate use of technology  
• technology is not supportive, relevant or does not engage students in meaningful learning |

Comments:
IV. EVALUATION/ASSESSMENT: The teacher assesses learning and communicates results to students, parents, and other professionals with respect to students’ abilities to meet Arizona Academic Standards.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
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<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative and summative assessments</td>
<td>• consistently monitors for understanding throughout lesson using a variety of methods to determine student mastery employs a variety of ongoing formative assessments consistently aligns formative and summative assessments to state standards uses summative assessments to determine mastery and successful coverage of the standards</td>
<td>• consistently monitors for understanding throughout lesson employs a variety of ongoing formative assessments administers summative assessments consistently aligns formative and summative assessments to state standards</td>
<td>• attempts to monitor for understanding throughout the lesson uses some formative assessment uses some summative assessments learning to align formative and summative assessments to state standards</td>
<td>• seldom monitors for student understanding may provide summative assessments but few formative assessments are used does not align formative and summative assessments to state standards</td>
</tr>
<tr>
<td>Use of student data</td>
<td>• use of student data helps teacher to consistently plan for student intervention or challenge uses semester/year-end student summative assessments to plan for the next school year uses data to reflect upon own practices when working with colleagues to improve curriculum and instruction makes use of a variety of methods to sustain student mastery</td>
<td>• use of student data helps teacher to consistently plan for student intervention or challenge uses semester/year-end student summative assessments to plan for the next school year analyzes and monitors all data consistently and makes decisions for instruction based on that data</td>
<td>• attempts to use data to modify instruction learning to use semester/year-end summative assessments to plan for next school year learning how to analyze and monitor all data to make decisions for instruction based on that data</td>
<td>• does not attempt to use data to modify instruction does not use semester year-end summative assessments to plan for next school year does not analyze and monitor all data</td>
</tr>
<tr>
<td>Reporting Assessment results</td>
<td>• feedback to students is timely, corrective and ongoing uses data to refer students to counselors and specialists for identification and remediation as appropriate communicates with parents regarding student performance/behavior appropriately uses and participates in the SIT process initiates communication with other teachers regarding student performance and needs</td>
<td>• feedback to students is timely, corrective and ongoing uses data to refer students to counselors and specialists for identification and remediation as appropriate communicates with parents regarding student performance/behavior</td>
<td>• feedback is usually timely, corrective, or ongoing learning how to use data to communicate with students and parents as a way to encourage student progress</td>
<td>• feedback is not timely or effective does not use data to communicate with students and parents as a way to encourage student progress</td>
</tr>
</tbody>
</table>

Comments:
V. CLASSROOM MANAGEMENT: The teacher provides students with a safe and structured environment in which to learn.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student safety, classroom arrangement</strong></td>
<td>- room arrangement promotes the optimal use of space for effective classroom management, motivation and student safety&lt;br&gt;- organization of time, materials and directions make transitions smooth and effective&lt;br&gt;- room is consistently neat and orderly including student areas&lt;br&gt;- content area information is posted appropriately</td>
<td>- room arrangement promotes the optimal use of space for effective classroom management and student safety&lt;br&gt;- organization of time, materials and directions make transitions smooth and effective</td>
<td>- change in room arrangement is needed for the most effective use of space for student safety and management&lt;br&gt;- attempts to organize time, materials and/or directions to produce smooth transitions</td>
<td>- room arrangement and student placement is not effective and results in classroom management issues&lt;br&gt;- time, materials or directions are not organized&lt;br&gt;- transitions are disruptive to the lesson process</td>
</tr>
<tr>
<td><strong>Climate of mutual respect</strong></td>
<td>- teacher consistently speaks to students in a respectful manner&lt;br&gt;- appropriate auditory and/or visual signals are taught which prompt desired behavior&lt;br&gt;- consistently provides appropriate responses of praise and correction&lt;br&gt;- teacher interacts with students appropriate to the cultural and developmental differences among groups of students&lt;br&gt;- teacher does not engage in any sarcasm or inappropriate remarks&lt;br&gt;- corrections are handled privately</td>
<td>- teacher consistently speaks to students in a respectful manner&lt;br&gt;- appropriate auditory and/or visual signals are taught which prompt desired behavior&lt;br&gt;- consistently provides appropriate responses of praise and correction&lt;br&gt;- teacher interacts with students appropriate to the cultural and developmental differences among groups of students</td>
<td>- teacher inconsistently speaks to students in a respectful manner&lt;br&gt;- use of appropriate auditory and/or visual signals to prompt desired behavior is inconsistent and perhaps not pre-taught to students&lt;br&gt;- attempts to respond with praise or correction&lt;br&gt;- teacher displays a lack of responsiveness to cultural and developmental differences among groups of students</td>
<td>- teacher does not speak to students in a respectful manner&lt;br&gt;- appropriate auditory and/or visual signals are not used to prompt desired behaviors&lt;br&gt;- inappropriate responses to students&lt;br&gt;- teacher shows insensitivity to cultural and developmental differences among groups of students</td>
</tr>
<tr>
<td><strong>Expectations for student behavior and classroom procedures</strong></td>
<td>- expectations for classroom behavior and procedures are appropriate, clear and consistently implemented and enforced&lt;br&gt;- expectations contribute to the seamless operation of classroom routines and procedures for transitions and handling of supplies</td>
<td>- expectations for classroom behavior and procedures are appropriate, clear and consistently implemented and enforced&lt;br&gt;- little instructional time is lost because of classroom routines and procedures for transitions and handling of supplies</td>
<td>- expectations have been presented but are not consistently implemented and enforced&lt;br&gt;- some instructional time is lost because classroom routines and procedures for transitions and handling of supplies are only partially effective</td>
<td>- lack of implementation and enforcement of expectations and procedures is contributing to classroom management issues&lt;br&gt;- much instructional time is lost because of inefficient classroom routines and procedures for transitions and handling of supplies</td>
</tr>
</tbody>
</table>
## V. CLASSROOM MANAGEMENT: The teacher provides students with a safe and structured environment in which to learn. (cont.)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| **Student Discipline**<br>- classroom structure is in place which prevents discipline problems<br>- manages discipline problems in accordance with administrative regulations, school board policies and legal requirements<br>- procedures and structures are in place which promote positive behavior and self discipline<br>- discipline problems are handled respectfully and swiftly without disruption to the class<br> | - classroom structure is in place which prevents discipline problems<br>- manages discipline problems in accordance with administrative regulations, school board policies and legal requirements<br>- procedures and structures are in place which promote positive behavior and self discipline<br> | - learning to structure classroom to prevent discipline problems<br>- attempts to manage discipline problems in accordance with administrative regulations, school board policies and legal requirements<br>- procedures and structures are in place which promote positive behavior and self discipline<br> | - does not have classroom structure in place to prevent discipline problems<br>- not able to elicit the desired behavior from students<br>- inconsistency is dominant in dealing with behavior issues<br>- teacher escalates discipline problems<br> |<br><br>**Organization of resources such as time, space, materials and equipment**<br>- consistently organized and prepared for instruction<br>- resources such as time, space, materials and equipment are organized and used effectively<br>- teacher shows attention to detail in organization of lessons which leads to smooth transitions and a lack of discipline problems<br>- planning for group activities is highly structured and prevents discipline problems<br>- teacher is able to engage all students appropriately so that discipline is not an issue<br> | - consistently organized and prepared for instruction<br>- resources such as time, space, materials and equipment are organized and used effectively<br> | - learning to organize and prepare for instruction<br>- resources such as time, space, materials and equipment are sometimes used effectively<br> | - inconsistently organized and ill prepared for instruction<br>- resources such as time, space, materials and equipment are not used effectively<br> |<br>**Comments:**
### VI. INTERPERSONAL SKILLS: The teacher communicates and relates effectively with students, parents, and staff.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship with students</strong></td>
<td>● provides an emotionally safe and positive learning environment and encourages students to do the same</td>
<td>● provides an emotionally safe and positive learning environment and encourages students to do the same</td>
<td>● attempts to create a positive learning environment and encourages students to do the same</td>
<td>● does not attempt to create a positive learning environment and encourages students to do the same</td>
</tr>
<tr>
<td></td>
<td>● listens patiently to students, avoids sarcasm, and creates a classroom environment based on positive communication</td>
<td>● listens patiently to students and avoids sarcasm and creates a classroom environment based on positive communication</td>
<td>● is learning how to listen and establish boundaries and at the same time be approachable</td>
<td>● is perceived as unapproachable and establishes unhealthy boundaries with students</td>
</tr>
<tr>
<td></td>
<td>● is approachable yet has established appropriate boundaries</td>
<td>● is approachable yet has established appropriate boundaries</td>
<td>● uses proper spoken and written language, but it is not always age or school appropriate and grammatically correct</td>
<td>● is unable to establish healthy boundaries with students</td>
</tr>
<tr>
<td></td>
<td>● uses proper spoken and written language that is age or school appropriate and grammatically correct</td>
<td>● uses proper spoken and written language that is age or school appropriate and grammatically correct</td>
<td></td>
<td>● spoken and written language is not age or school appropriate or grammatically correct</td>
</tr>
<tr>
<td></td>
<td>● models methods to create positive relationships with students for colleagues</td>
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<td></td>
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</tr>
<tr>
<td><strong>Relationship with parents</strong></td>
<td>● establishes and maintains professional relationships with parents</td>
<td>● establishes and maintains professional relationships with parents</td>
<td>● works toward establishing professional relationships with parents</td>
<td>● does not establish and maintain professional relationships with parents</td>
</tr>
<tr>
<td></td>
<td>● shows respect for parents and has gained their respect</td>
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<td></td>
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</tr>
<tr>
<td><strong>Collaboration/relationship with staff</strong></td>
<td>● communicates professionally with staff</td>
<td>● communicates professionally with staff</td>
<td>● attempts to communicate professionally with staff</td>
<td>● does not communicate professionally with staff</td>
</tr>
<tr>
<td></td>
<td>● works productively with staff as a leader</td>
<td>● works productively with other staff as a team player</td>
<td>● attempts to contribute positively to the group</td>
<td>● does not attempt to contribute to the group or undermines the group</td>
</tr>
<tr>
<td></td>
<td>● demonstrates follow through</td>
<td>● demonstrates follow through</td>
<td>● does not always follow through</td>
<td>● lacks follow through</td>
</tr>
<tr>
<td></td>
<td>● follows directives from department heads, team leaders, academic coaches, TOAs etc. in a timely manner</td>
<td>● follows directives from department heads, team leaders, academic coaches, TOAs etc. in a timely manner</td>
<td>● inconsistently follows directives from department heads, team leaders, academic coaches, TOAs etc.</td>
<td>● does not follow directives from department heads, team leaders, academic coaches, TOAs etc.</td>
</tr>
<tr>
<td></td>
<td>● is viewed as a positive staff member and teacher leader by peers</td>
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<td></td>
<td>● demonstrates respectful and professional behavior toward others in a group setting</td>
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</tr>
<tr>
<td><strong>Collaboration/relationship with administration</strong></td>
<td>● establishes and encourages professional relationship with administration</td>
<td>● establishes and maintains professional relationship with administration</td>
<td>● usually works professionally with administration</td>
<td>● does not have a professional relationship with administration</td>
</tr>
<tr>
<td></td>
<td>● follows directives by administration and or district personnel in a timely manner</td>
<td>● follows directives by administration and or district personnel in a timely manner</td>
<td>● usually follows directives given by the administration and or district personnel</td>
<td>● does not follow directives given by administration and or district personnel</td>
</tr>
<tr>
<td></td>
<td>● promotes harmony between administration and staff</td>
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</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Growth &amp; Development</td>
<td>• attends all professional development training and other meetings as appropriate • participates actively in trainings and meetings in a professional manner • initiates own professional development, across varied topics, in order to stay current with educational trends • shares professional development knowledge with others</td>
<td>• attends all professional development training and other meetings as appropriate • participates actively in trainings and meetings in a professional manner • initiates own professional development</td>
<td>• attends most professional development training and other meetings • participates in trainings and meetings in a professional manner</td>
<td>• frequently misses professional development training and other meetings • attends but does not participate in trainings and meetings in a professional manner</td>
</tr>
<tr>
<td>Professional behavior</td>
<td>• surpasses district expectations by arriving before and leaving after designated times/contract hours • consistently properly groomed • consistently dresses per district/school dress code • provides substitutes with extensive, detailed lesson plans, all necessary materials, and “extra” materials for any extra time • offers assistance to other teachers’ substitutes</td>
<td>• consistently arrives on time and does not leave before designated time • consistently properly groomed • consistently dresses per district/school dress code • is prepared for a substitute when needed</td>
<td>• does not consistently arrive on time or leaves before designated time • does not consistently follow the district/school dress code and/or is not well groomed for school • does not consistently leave adequate plans for a substitute</td>
<td>• does not report at designated arrival time, leaves before designated leave time • does not dress per district/school dress code and/or does not appear groomed for school • does not leave adequate plans for a substitute</td>
</tr>
<tr>
<td>Contributing to School and District</td>
<td>• coordinates school or district projects, activities or committees while keeping the teaching assignment the priority</td>
<td>• continuously participates in school or district projects, activities or committees while keeping the teaching assignment the priority</td>
<td>• occasionally participates in school or district projects, activities or committees</td>
<td>• avoids becoming involved in school or district projects, activities or committees</td>
</tr>
<tr>
<td>Record-keeping &amp; Meeting deadlines</td>
<td>• builds, manages, and demonstrates an effective system for keeping track of student assignments, assessments and other records • consistently maintains and disseminates (as appropriate) accurate, up-to-date records of student grades • makes use of multiple features in district adopted technology for record keeping • completes work before the deadline • promotes parent use of district adopted technology for monitoring student progress</td>
<td>• uses an effective system for keeping track of student assignments, assessments and other records • consistently maintains accurate records of student grades • uses district adopted technology for record keeping • deadlines are met without reminders</td>
<td>• is learning to use an effective system for keeping track of student assignments, assessments and other records • is learning to maintain accurate records of student grades • is learning to use district adopted technology for record keeping • deadlines are met with repeated reminders</td>
<td>• does not use an effective system for keeping track of student assignments, assessments and other records • does not maintain accurate records of student grades • little or no use of district adopted technology for record keeping • deadlines are not met</td>
</tr>
</tbody>
</table>
### VII. PROFESSIONALISM: The teacher demonstrates the high standards of the teaching profession in word, action, and by continuous professional development.

<table>
<thead>
<tr>
<th>Indicator</th>
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</tr>
</thead>
</table>
| Attention to assigned duties/ additional responsibilities | ● on time for all assigned duties  
● actively supervises students  
● volunteers to cover others’ assigned duties | ● on time for all assigned duties  
● actively supervises students | ● inconsistently on time for duties  
● actively supervises students | ● often misses assigned duties  
● does not actively supervise students |

**Comments:**
SELF-REFLECTION FORM
BE PREPARED TO DISCUSS THESE QUESTIONS DURING THE POST OBSERVATION CONFERENCE. WRITTEN RESPONSE IS OPTIONAL.

NAME _____  GRADE _____  SUBJECT _____

DATE OF OBSERVATION _____

1. What was your lesson objective? Did you verbally and visually make your students aware of the objective?

2. How did you task analyze in preparation for this lesson? (i.e., technical and frequent vocabulary, fewest facts needed, when and why this is important to learn, what are the steps in the thinking process)

3. How did your planning and preparation for this lesson lead to the desired results?

4. How do you see the materials you used helped you to carry out your lesson plan?

5. How were all students pre-assessed before the lesson began and if needed, what differentiation was made?


7. Did you notice particular students who were not engaged in the lesson? Could you note any reasons for this?
   How did you re-engage them?

8. How would you describe student behavior and climate in your classroom during the lesson? What actions or strategies have you implemented to establish the climate?

9. How did/do you use technology to actively engage students in meaningful learning within your classroom?

10. What would you do differently if you had the chance to re-teach this lesson?
LAKE HAVASU UNIFIED SCHOOL DISTRICT #1  
Technology on the Formal Evaluation

TEACHER: __________________________________________

<table>
<thead>
<tr>
<th>Date/Frequency</th>
<th># (below)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tr>
</tbody>
</table>

Acceptable Technology Ideas

Some ideas approved by DTC on 8/18/10 (and updated on 4/26/2011) may include:

1. Utilizing software or web-based apps such as (but not limited to):
   a. Reading software (ie: Intensive Phonics, RiverDeep in centers, or Kurzweil)
   b. Technology software (ie: EasyTech and applying it)
   c. Graphical Organizer software (ie: Inspiration or KidSpiration)
   d. Movie software (ie: Windows MovieMaker for Digital StoryTelling Projects)
   e. Graphical software (ie: Photoshop or SC4)
   f. Math software (ie: Accelerated Math with scanner/computer)
   g. Assessment software (ie: Galileo)
   h. Blogs or Message Boards
   i. Podcasts or Vodcasts
   j. Photo apps

2. Utilizing hardware such as (but not limited to):
   a. Mobile Laptop Labs or Writers
   b. Doc Cams
   c. SmartBoards
   d. Webcams
   e. Classroom Performance Systems (CPS) Responders / Clickers

3. Utilizing and implementing Assistive Technology resources

4. Application ideas such as (but not limited to):
   a. Discovery Streaming, YouTube, or TeacherTube
      i. Please place pre-downloaded videos on AllShared L:Drive
   b. Vocabulary PowerPoints with S:Cable connected to a TV
   c. Electronic Files
      i. Supplemental electronic activities and/or PowerPoints from textbook CDs
      ii. Scanned Houghton Mifflin Transparencies
   d. Content based 21st Century lessons in the computer lab
   e. Content driven 21st Century lessons (using a projector in the classroom)
      i. Interactive websites, PowerPoint, Notebook software, etc.
   f. Teacher created websites, blogs & other webpages that include kid-friendly URLs and/or class content information

5. Tools of the Trade
   a. Autos, Industrial Machinery, Heart Monitors & Pedometers, Specific Weight Room equipment, Graphing Calculators, Electric Pianos, Phonic Ear Amplification Systems/Speakers, etc.
   b. Note: Tools of the Trade are acceptable; however another technology item from the list must be used for Proficiency.

6. Other

25
Where is the Tech listed on the Formal Evaluation?
Under Category III: Instruction (Page 16 of the Formal Evaluation)

<table>
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<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
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<tr>
<td>Lesson objective</td>
<td>Subjective is clearly written and aligned with state standards and curricular map; Subjective is displayed in student friendly language and includes the language standards. Objective is consistently assessed by teacher.</td>
<td>Subjective is clearly written and aligned with state standards and curriculum map; Objective is displayed in student friendly language.</td>
<td>Subjective is usually written and aligned with state standards and curriculum map.</td>
<td>Subjective is not written. Objective is not aligned with state standards or curriculum map.</td>
</tr>
<tr>
<td>Instructional Delivery</td>
<td>Checks all students to be engaged in learning throughout the lesson.</td>
<td>Checks all students to be engaged in learning throughout the lesson.</td>
<td>Some students may be disengaged.</td>
<td>Most students are not engaged in learning throughout the lesson.</td>
</tr>
<tr>
<td>Use of appropriate technologies to enhance learning</td>
<td>Available technology resources are consistently and effectively used by both teacher and students to support and match the instructional objectives. Technology activities are designed to actively engage students in meaningful learning. Collaborates with others in using technology.</td>
<td>Available technology resources are consistently and effectively used by both teacher and students to support and match the instructional objectives. Technology activities are designed to actively engage students in meaningful learning. Collaborates with others in using technology.</td>
<td>Available technology resources are sometimes used appropriately to meet instructional objectives. Technology activities are sometimes designed to actively engage students in meaningful learning. Collaborates with others in using technology.</td>
<td>Little or no use of available technology. OR Inappropriate use of technology. Technology is not supportive, relevant or does not engage students in meaningful learning.</td>
</tr>
</tbody>
</table>
Professional Development Plan
(Required annually for teachers)

Teacher

School/Department/Grade Level

☐ Non-Continuing  Year 2  ☐ 3  ☐ Continuing

School Year

What area for improvement am I selecting based on my evaluation and student data?

What is my professional improvement objective?

What is the plan for achieving my objective? Include specific actions, resources, and timeline for acquiring new learning?

What will be the evidence that I applied the new learning in the classroom?

__________________________________________________________________________________

Administrator ___________________________________________ Date ____________________
LHUSD Certified Summative Evaluation
Differentiation Reflection Form
(completion of this form is optional unless made mandatory by the building administrator)

Name: ____________________ Content Area: ____________________ Date of Lesson: __________________

Evaluator: ____________________ School Name: ____________________

Differentiation Strategy Used
1 Lesson Objective.

2 Describe how you used the differentiation strategy within your lesson.

3 Describe how the differentiation strategy helped students learn content.

4 Reflection. Describe areas of strength & areas of refinement regarding the differentiation piece of this lesson.
LHUSD Certified Summative Evaluation
Differentiation Reflection Form-Accommodations & Modifications
(completion of this form is optional unless made mandatory by the building administrator)

Name:                        Content Area:                        Date of Lesson:
Evaluator:                   School Name:

1 What was the accommodation/modification used?

2 Reason for accommodation/modification.

3 How well did the accommodation/modification work?

4 Were there limitations to the accommodations/modification? If so, what were they?
LHUSD Certified Summative Evaluation
Differentiation Reflection Form-Accommodations & Modifications (IEP)
(completion of this form is optional unless made mandatory by the building administrator)

Name: 
Content Area: 

Evaluator: 
School Name: 

1. For your anonymous student, please list the accommodations/modifications that are required in SEAS:

2. Which accommodation/modification did you implement for this student?

3. How well did the accommodation/modification work?

4. Were there limitations to the accommodations/modification? If so, what were they?

(Completion of this document can be used as evidence for accommodations/modifications being provided. The ultimate observation score will be provided by ongoing evaluations.)
Professional Development Plan
(Required annually for teachers)

Teacher

School/Department/Grade Level

☐ Non-Continuing  Year 2 ☐ 3 ☐
☐ Continuing

What area for improvement am I selecting based on my evaluation and student data?

What is my professional improvement objective?

What is the plan for achieving my objective? Include specific actions, resources, and timeline for acquiring new learning?

What will be the evidence that I applied the new learning in the classroom?

______________________________________________________     ____________________
Administrator                  Date
Professional Development Plan Review

Teacher Reflections:

Evaluator Comments:

☐ Satisfactory Completion
☐ Satisfactory Progress
☐ Unsatisfactory Progress
☐ Plan Extended

___________________________________________     _______________
Teacher                                                                                                     Date

______________________________________________________     _______________
Administrator                                                                                              Date
# REQUIRED IMPROVEMENT PLAN

<table>
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<tr>
<th>Name:</th>
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**Major skill set to be improved (one skill set per page):**

**Indicator(s) to be improved:**

<table>
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<tr>
<th>Steps for accomplishment</th>
<th>Documentation of accomplishment</th>
<th>Completion date(s)</th>
<th>Completion status</th>
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</table>
| a. | a. | a. | [ ] Fully accomplished  
[ ] Partially accomplished  
[ ] Not accomplished  
[ ] Adjusted date ____________ |
| b. | b. | b. | [ ] Fully accomplished  
[ ] Partially accomplished  
[ ] Not accomplished  
[ ] Adjusted date ____________ |
| c. | c. | c. | [ ] Fully accomplished  
[ ] Partially accomplished  
[ ] Not accomplished  
[ ] Adjusted date ____________ |

**Teacher Signature:**

**Evaluator Signature:**

**Date:**

**Formal Observation Scheduled On:**

**Post Plan Comments:**

**Teacher Signature:**

**Date:**

**Post Plan Comments:**

**Evaluator Signature:**

**Date:**

**Principal Signature:**

**Date:**

**Evaluator Recommendation:**

[ ] Adequate Classroom Performance  
[ ] Extension of Required Improvement Plan but no Preliminary Notice at this time  
[ ] Preliminary Notice of Inadequacy of Classroom Performance  
[ ] Notice of Dismissal or Non-renewal

**Copy To Personnel File [ ] Copy to Supervisor [ ] Copy to Employee [ ]**
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<tr>
<td><strong>Remember</strong></td>
<td>Promoting retention of the presented material in much the same form as it was taught</td>
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<tr>
<td>Recognizing</td>
<td>Locating knowledge in long-term memory that is consistent with presented material</td>
<td>How many sides does a square have? (a) 5, (b) 4 (c) 3, (d) 2 The Declaration of Independence was adopted on July 14, 1876. True or False</td>
</tr>
<tr>
<td>Recalling</td>
<td>Retrieving relevant knowledge from long-term memory when given a prompt to do so</td>
<td>A square has ____ sides. Who wrote the Declaration of Independence?</td>
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<td><strong>Understand</strong></td>
<td>Constructing meaning from instructional messages including oral, written, and graphic communication</td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td>Converting information from one representational form to another</td>
<td>Create a pictorial representation of the four ways to dispose of garbage. In your own words, state the steps to solve the problem.</td>
</tr>
<tr>
<td>Exemplifying</td>
<td>Giving specific examples, an instance or defining the features of a general concept or principle</td>
<td>Give an example of a historical fiction from the 20th Century. Which of the following is a simple carbohydrate? (a) apple, (b) potato, (c) doughnut, (d) pork chop</td>
</tr>
<tr>
<td>Classifying</td>
<td>Recognizing that something belongs to a certain category or detecting relevant features/patterns that fit the concept or principle</td>
<td>Sort the following words by the six different types of syllables. Look at the following selected paintings and determine the style they all represent.</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Suggesting a single statement that represents information or abstracts a general theme</td>
<td>Write one statement that reflects the current Immigration Policy. Give an appropriate title to the section we just read.</td>
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<tr>
<td>Inferring</td>
<td>Finding a pattern within a series of examples and inducing a pattern based on given information or a series of examples</td>
<td>What do you think will happen next in the story based on the character's state of mind and her mother's influence? Look at this series of numbers: 4, 11, 18, what number would come next?</td>
</tr>
<tr>
<td>Comparing</td>
<td>Detecting similarities and differences between two or more objects, events, ideas, problems or situations</td>
<td>Using a Venn diagram, show how water and air pollutions are the same and different. Tell how the two poems are alike and different.</td>
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<tr>
<td>Explaining</td>
<td>Constructing and/or using a cause-effect model of a system</td>
<td>Why do you think the character's mother pushed her into becoming a prodigy? Explain when the Supreme Court would hear an appeal from a lower court.</td>
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<td><strong>Apply</strong></td>
<td>Using procedures to perform exercises or solve problems</td>
<td></td>
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<tr>
<td>Executing</td>
<td>Carrying out a procedure when given a familiar task/exercise</td>
<td>Using the technical bowling procedure of take four steps, extend, and release, bowl 3 frames. Using the following formula, ( V = e \times e \times e ), solve for a cube with an edge of 3 inches.</td>
</tr>
<tr>
<td>Implementing</td>
<td>Selecting and using a procedure to perform an unfamiliar task/exercise</td>
<td>Solve the following word problem. Determine the amount of interest you would pay on the following loan package.</td>
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<tr>
<td>Dimension</td>
<td>Definition</td>
<td>Examples</td>
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<tr>
<td><strong>Analyze</strong></td>
<td>Breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure</td>
<td>Read the transcript from the debate and select the statements you find most compelling. For each of those statements, state if you agree or disagree and give your rationale. Using the database of questions, select and design a questionnaire to gather information on your assigned topic.</td>
</tr>
<tr>
<td><strong>Differentiating</strong></td>
<td>Distinguishing the parts of a whole structure in terms of their relevance or importance. It occurs when one can discriminate relevant from irrelevant information, or important from unimportant information, and then attends to the relevant or important information</td>
<td></td>
</tr>
<tr>
<td><strong>Organizing</strong></td>
<td>Building systematic and coherent connections among pieces of information</td>
<td>Graphically display the information on electric circuits as found in chapter 10 of your textbook. Prepare an outline for the report you are currently studying.</td>
</tr>
<tr>
<td><strong>Attributing</strong></td>
<td>Ability to ascertain the point of view, biases, values or intention underlying communications</td>
<td>What are some of the motives behind the editorial on the upcoming election? What do you think is the author’s purpose in writing the following essay?</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Making judgments based on clearly defined criteria and standards</td>
<td></td>
</tr>
<tr>
<td><strong>Checking</strong></td>
<td>Involves testing for internal inconsistencies or fallacies</td>
<td>Listen to the debate and determine if there are any inconsistencies on either side. What are possible problems using Smith’s four principles of sound taxation?</td>
</tr>
<tr>
<td><strong>Critiquing</strong></td>
<td>Judging a product or operation based on externally imposed criteria and standards</td>
<td>Score the following paper on organization and word choice using the 6 Traits Scoring Rubric. Read the following lab report and determine if the results from the experiment are accurate.</td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>Putting elements together to form a coherent or functional whole. It may or may not include originality or uniqueness. It is drawing upon elements from many sources and putting them together into a structure or pattern relative to one’s own prior knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Generating</strong></td>
<td>Redefining, arriving at alternatives or hypothesis that meet certain criteria</td>
<td>What are possible ways you can multiply two whole numbers to get the product of 60? List plausible and economically feasible solutions to address deforestation of the tropical rain forest?</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Developing a solution method when given a problem</td>
<td>Draft a plan to replicate a given piece of art. List the steps you would use to correctly solve the following word problem.</td>
</tr>
<tr>
<td><strong>Producing</strong></td>
<td>Carrying out a plan for solving a given problem that meets certain specifications</td>
<td>Create a replication of a given piece of art. Construct a scene with props that illustrate the setting and mood of the story.</td>
</tr>
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Excellence in research, development, and service

Lake Havasu

T4S®

Teach for Success

(Adapted from WestEd T4S Program)

Lake Havasu School District
July 2008

Development Team
Huck Fitterer
Sue Harwood
Kevin Locklear
Johnpaul Lapid
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Introduction

In an effort to create a clear, focused expectation of improved instruction across the Lake Havasu District the Lake Havasu Teach for Success Protocol was created to improve, maintain, and sustain high quality instruction in all classrooms throughout the district. The Lake Havasu Teach for Success Protocol is a research-based framework that provides administrators and teachers with definitions and criteria to impartially discuss the process of teaching. The protocol is composed of specific elements with descriptions, attributes, and classroom examples that clearly define some of the most important aspects of instruction.

With increased accountability on schools, and the focus on standards-based education, there is a need for educators to look at teaching in an in-depth, objective way. The Lake Havasu Teach for Success Protocol was developed to provide administrators and teachers with such a tool to discuss what is taught and how it is taught, because “...the "art" of teaching is rapidly becoming the "science" of teaching…” (Marzano et al., 2001, p. 1).

The effectiveness of classroom instruction and its positive impact on student achievement depends on the plans and decisions that a teacher makes before teaching. Linking teacher effectiveness to student achievement, Haycock concludes that the teacher is the most significant factor in student achievement. She cites Eric Hanushek’s observation that “the difference between a good and bad teacher can be a full level of achievement in a single year” (Haycock, 1998, p. 3). While teachers may not be able to alter their personalities, they can learn and practice strategies and techniques that positively affect learning outcomes.

The Lake Havasu Teach for Success Protocol is adapted from WestEd’s T4S Program. The T4S Program has been used with hundreds of administrators and thousands of teachers to observe and discuss instruction, plan lessons, and guide professional development opportunities in order to improve classroom practices. “Teacher effectiveness is not forever fixed. Through careful development teachers can build their effectiveness over time” (Haycock, 1998, p. 21.) The Lake Havasu Teach for Success Protocol combines both content and guided practice for administrators, coaches, and teachers. It helps all T4S participants to learn and be able to recognize, when they see them in practice, that lead to increased student achievement. It also prepares administrators and coaches to use a process that combines observation, analysis, evaluation, and a variety of ways to provide feedback to monitor and improve teachers’ implementation of these strategies.

The Lake Havasu Teach for Success Protocol categorizes the featured strategies or elements into four sections. Within a given section, each element is further defined by specific teacher actions called attributes. Some attributes are linked to more than one element and, thus, may appear in more than one section, although perhaps worded differently. This is because certain teacher actions in the classroom, such as providing student feedback, may serve different purposes depending on the teacher’s intent. The four sections of Lake Havasu Teach for Success Protocol are:
Section I. Instructional Practices to Support All learners

- Communicate Selected Standards or Objectives to All Students
- Make Learning Relevant
- Emphasize Key Vocabulary
- Provide Instructional Scaffolding to Assist and Support Student Understanding
- Provide Verbal Scaffolding to Assist and Support Student Use of Academic Language
- Facilitate Student Interactions and Discussions Related to the Learning
- Provide Specific and Immediate Feedback to Students
- Relate Teacher Actions to the Standards or Objectives

Section II. Student Engagement

- Ensure Student Engagement Throughout the Learning
- Selected Student Engagement Techniques

Section III. Assessment Practice

- Use Formative Assessment to Determine the Instructional Needs of All Students
- Monitor and Make Individual or Collective Adjustments

Section IV. Positive Learning Environment

- Foster a Climate of Fairness, Caring, and Respect
- Maintain Standards for Behavior, Routines, and Transitions
- Reinforce Efforts of Students or Provide Recognition

Each four sections:

- includes a brief overview of the literature that supports the section’s inclusion in the Lake Havasu Teach for Success Protocol,
- identifies teaching strategies, or elements,
- describes specific teacher behaviors, or attributes, for each element,
- provides a review of literature supporting these actions, and
- offers actual classroom examples that exemplify the instructional practices*

The Lake Havasu Teach for Success Protocol also features the Lake Havasu T4S Classroom Observation Instrument, a form that lists the elements in the four sections and provides space to record classroom observations. Administrators and academic coaches use the instrument to document observations they make during classroom visits, which they later share with teachers. The observation instrument is the tool that enables administrators or coaches to identify the professional development needs of teachers and measure changes in their implementation of the desired instructional strategies. The Lake Havasu T4S Classroom Observation Instrument is located on page 16.
Section I. Instructional Practices to Support All Learners

Communicate Selected Standards or Objectives to All Students
The Teacher Demonstrates All of the Following Attributes
— Aligns the learning to district curriculum or curriculum maps and to the correct level of understanding required by the standards or objectives
— Displays standards or objectives in student-friendly language to inform students of what they need to know and be able to do
— Explicitly states or refers to the standards or objectives during the lesson

Effective standards-based instructional practice requires the teacher to select or design lessons that are at the appropriate level of rigor for the standards and that will prepare students to demonstrate deep understanding of key facts and concepts (Jamentz, 2002, p. 18). In their most general definition, objectives provide a description of what the student will be able to do at the end of the lesson (Gentile 1988, p. 13). Hunter (1982) points out that students will usually extend more effort and consequently increase their learning if they know what it is they will be learning.

Classroom Examples

Example 1: The teacher says, “This afternoon we are going to continue working on understanding the relationships among numbers by determining the mean, median, and mode of a set of numbers.” The teacher points to the objective written on the board and states, “We have learned how to determine the mean and median. Today, you will determine and explain to your partner the process for determining the mode of a set of numbers.”

Example 2: On the board the teacher has written the objective from the reading lesson and says, “Everyone read the objective with me.” Along with the teacher, all students say, “I can read two-syllable words using the closed syllable pattern.”

Make Learning Relevant
The Teacher Demonstrates Any or All of the Following Attributes
— Engages students in recalling prior knowledge, skill, or past experience and relates these to the new learning
— Establishes for students a reason why they need to know the content or be able to use the skill
— Provides activities that are related to real-life application

Commenting on the relevance of learning, Hunter notes that meaning does not exist in material but in the relationship of that material to students’ past knowledge and experience (Hunter, 1982, p. 51). Effective teachers draw on students’ prior knowledge. According to Bransford, “A critical feature of effective teaching is that it elicits from students their pre-existing understanding of the subject matter to be taught and provides opportunities to build on — or challenge — the initial understanding” (Bransford et al., 1999, p. 10). When information is meaningful, students will usually extend more effort and consequently increase their understanding (Hunter, 1982).
Classroom Examples

**Example 1:** The teacher says, “We’re continuing to focus on our unit on muscular strength. Today you’ll be adding to your strength program two weight lifting activities for the chest and arms. Let’s first review the benefits of muscular strength. With your partner, review your notes from yesterday and share the benefits of muscular strength.”

**Example 2:** The teacher says, “Yesterday we talked about Hitler’s rise to power. Let’s do a two-minute quick write. If you had a chance to interview Hitler, what do you think he would say was the main reason he was able to assume power? If you were absent yesterday, read page 236 in your textbook and jot down some ideas.”

**Emphasize Key Vocabulary**

*The Teacher Demonstrates All of the Following Attributes*

- Displays or highlights the vocabulary word(s) from the lesson
- Explicitly introduces or reviews key vocabulary by defining, demonstrating, and/or showing how each term is used within the context of the learning
- Engages students to do three of the following with the key vocabulary being emphasized: listen to, look at, say, read, demonstrate, or write during the learning

According to Blachowicz and Fisher (2004), vocabulary instruction goes beyond increasing students’ ability to comprehend; it provides them with an enhanced vehicle so they can communicate more fully. Given Berliner’s and Marzano’s finding that learning requires multiple exposures to and complex interaction with knowledge (Berliner, 1986; and Marzano, 2003, p. 112), teachers need to ensure that students have more than one-shot exposure to vocabulary words if they are to understand and use them. The teacher who emphasizes key vocabulary provides repeated and varied experiences with academic words to help students understand the learning (Echevarria, Vogt, & Short, 2002).

**Classroom Examples**

**Example 1:** The teacher says, “There is one vocabulary word you need to know before you start your experiment today. I have written it on the board. The word is traits. Look and say it with me.” All students chorally say the word, traits. The teacher continues, “The definition of traits is inherited characteristics. Write the word traits and its definition in your notes.”

**Example 2:** The teacher says, “On the board I have written four words from the story we are reading and our definitions for those words. Everyone look at the first word on the board. The word is forget. Everyone read and say the word and its definition with me.” All students chorally respond. The teacher then says, “Show me our signal for the word forget.” All students make the hand motion for the word forget.

**Provide Instructional Scaffolding to Assist and Support Student Understanding**

*The Teacher Demonstrates Any or All of the Following Attributes*

- Explicitly explains and models the learning
- Provides teacher-led practice on the learning
- Provides examples of the learning at various performance levels
- Provides small group instruction

Instructional scaffolding is a process in which students receive support until they can apply the new skill or strategy independently (Rosenshine & Meister, 1992). Scaffolding is a term associated with the notion of Zone of Proximal Development, which is the difference between what a student can do with direct assistance and what he or she can do without help (Vygotsky, 1978). Lange explains instructional scaffolding as the development of instructional plans to lead students from what they already know to a
deep understanding of new material. The teacher provides support for the students at every step of the learning process (as cited in Lipscomb, Swanson, & West, 2004, p. 6).

**Classroom Examples**

**Example 1:** The teacher writes the word tiger on the board and says, “Everyone watch and listen. There are four sounds in this word. Listen as I say each sound.” She enunciates the four sounds and points to each letter or letter pair, then continues to say, “Now I will blend all of the sounds together to create a word.” The teacher runs her fingers under the word to blend all of the sounds together and then pronounces the word tiger.

**Example 2:** After looking at all of the students’ answers to a set of math problems, the teacher says, “I need to see the following students at the table in the back of the room and please bring your mathematics journal. The rest of the class, start on your assignment.” Once all of the identified students are at the table, she says, “Let’s do the first problems of your assignment together and then I will check to see if you can do the third one on your own.”

**Provide Verbal Scaffolding to Assist and Support Student Use of Academic Language**

*The Teacher Demonstrates Any or All of the Following Attributes*

— Orally assists students to correctly pronounce academic language
— Directs or tells students to include the academic language in their spoken responses or conversations

Verbal scaffolding is assisting and supporting student use of academic language. It takes the form of oral responses from the teacher that facilitates the students’ movement to higher levels of academic language proficiency (Echevarria, Vogt, & Short, 2004).

**Classroom Examples**

**Example 1:** After listening to the students echo a word, the teacher says, “I didn’t hear the ending of the word. Listen to me say the word again. The word is gather. Make sure you say the ending of the word /er/. Now say it with me.” All students respond chorally.

**Example 2:** After defining and giving several examples of an ecosystem, the teacher says, “Turn to your partner and each of you give a different example of an ecosystem. I want you to use a complete sentence by saying ‘___ is an ecosystem.’”

**Facilitate Student Interactions and Discussions Related to the Learning**

*The Teacher Demonstrates All of the Following Attributes*

— Directs students to share or discuss the learning with each other
— Monitors and provides feedback and clarification to students as needed

Students benefit from opportunities to share and discuss their learning with peers, and these discussions provide an active alternative to passive listening. According to Diaz, teachers should structure classes so that students are verbally interacting in a collaborative investigation of a body of knowledge rather than just listening to the teacher (cited in Echevarria, Vogt, & Short, 2002, p. 92). Danielson (1996) adds, “Class discussions need to be animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge” (p. 92). Commenting on the broader potential value of student interaction, Bransford comments, “Teachers must attend to designing classroom activities and helping students organize their work in ways that promote the kind of intellectual camaraderie and the attitudes toward learning that build a sense of community” (Bransford et al., 1999).
Classroom Examples

Example 1: The teacher says, “In your groups, discuss, write a definition of, and generate an example of the water cycle. You can use your notes. Your group has 10 minutes.” The teacher monitors the students.

Example 2: As the students enter the choir room, the teacher says, “Please warm up with your partner. Compare your notes and decide if either of you is sharp, flat, or on pitch. Make sure you follow the criteria posted on the wall regarding pitch.” All students begin warming up and the teacher begins to circulate and listen to the students.

Provide Specific and Immediate Feedback to Students
The Teacher Demonstrates Any or All of the Following Attributes
— Explains specifically what students are doing that is correct
— Explains specifically what students are doing that is incorrect and how to correct it

Research supports the value of feedback and its impact on learning. Frequently providing specific and immediate feedback to students communicates to them how well they are learning (Echevarria, Vogt, & Short, 2002). Feedback helps students modify their understanding, and specificity in feedback guides that modification. According to Hunter (1967), “Students need to know what is right and wrong in their learning performance so they can continue the former and correct the latter” (p. 102). The best feedback involves an explanation as to what is accurate and what is inaccurate in terms of student responses (Marzano, 2001, p. 96).

Classroom Examples

Example 1: After a student gives her prediction of what is going to happen next in the story, the teacher replies, “That is an excellent prediction. You based your suggestion on what has already happened in the story and added what you think will happen next in the story.”

Example 2: The teacher says to the small group of students, “You are not blending that word correctly. The ‘th’ says only one sound in this word, and the sound is /th/. Try the word again.” All students correctly blend the word. The teacher says, “Great, you have blended the word think correctly by making sure that the ‘th’ says /th/.”

Relate Teacher Actions to the Standards or Objectives
The Teacher Demonstrates All of the Following Attributes
— Provides relevant information, activities, responses, or questions directly related to the standards or objectives
— Stays focused on the lesson objective to avoid digressions

When teachers align their actions to the standard or objective that is being taught, those actions directly lead students to understand the content or process of the learning (Hunter, 1982; Berliner, 1986; and Echevarria, Vogt, & Short, 2002). This means the teacher plans and provides information, questions, activities, and responses that are essential for students to understand the learning. Both Kounin (1970) and Marzano et al. (2003) point out that effective teachers skillfully deliver lessons in a sequence and pace that keep students directly focused on the learning.
Classroom Examples

Example 1: The teacher says, “I want everyone to list in two minutes or less everything you can think of that is taxed.” The teacher notices that almost all of the students have completed the task in about a minute and says, “OK, I see most of you have completed your list of taxed items. Everyone turn to your partner and compare answers.”

Example 2: The teacher says, “We have about 5 minutes before the bell rings. I want you to review your notes, and in ten words or less on the index card I have provided, describe what is body composition. I will collect your index cards as you leave class today.”
Section II. Student Engagement

As Danielson notes, “Learning is not a spectator sport” (Danielson, 1996, p. 95). Students need to be active participants in their learning and teachers need to insist on their involvement. Based on her observation of many classrooms, Kinsella elaborates, “Too often, students are relegated to a passive role, listening and observing to glean the main lesson points while the teacher strives to help them comprehend by using visual aids and a listener-friendly delivery” (Kinsella, 1997, p. 51). T4S emphasizes that student engagement — the continuous involvement of students in the academic learning that the teacher plans and facilitates — is the teacher’s responsibility. The teacher must direct all students to stay engaged throughout all lessons, activities, and occasions when they’re being asked questions, and ensure that they do so.

Research has documented the relationship between student engagement and achievement. In defining student engagement, Fred Newman (1989) points out that “…engagement is the student’s psychological investment in learning, comprehending, and mastering knowledge or skills” (p. 34). Waxman and Walberg add, “One can think of student engagement as a cognitive phenomenon essentially having to do with the extent to which students are mentally involved with the issues and problems of academic study” (Waxman & Walberg, 1991, p. 274). As Algozzine elaborates, “Research shows that there is a direct relationship between the amount of time students are actively engaged in learning and their achievement levels. The extent to which students profit from instruction is directly related to the degree to which they are actively engaged in the learning” (Algozzine et al., 1997, p. 230). Strong, Silver, and Robinson observe that students who are engaged persist, despite challenges and obstacles, and take visible delight in accomplishing their work (Strong, Silver, & Robinson, 1995, p. 8). Voke notes, “Research shows that engaged students experience greater satisfaction with school experiences, which may in turn lead to greater school completion and student attendance rates, as well as lower incidences of acting-out behaviors” (Voke, 2002, p. 1). In classrooms where students are highly engaged, student participation is a requirement, not an invitation.

Engagement or a lack of it involves and affects both students and teachers. According to Danielson (1996), “Successful instruction requires the active and invested participation of all parties” (p. 95). “Lack of engagement is easy to spot, manifesting itself as students doodling on their notebooks, passing notes, or gazing out the window” (Danielson, 1996, p. 95). Teachers also suffer when students are disengaged. As Intrator notes, “Nothing deflates a teacher more than bored students” (Intrator, 2004, p. 20). He characterizes classrooms as “dynamic settings that launch dreams and delight minds, or arid places that diminish hope and deplete energy” (Intrator, 2004, p. 21). To create a “dynamic setting” and engage all students throughout the academic learning, the classroom teacher must maintain a high level of accountability and structure. Many teachers are not able to deliver content and engage all students at the same time in the content without planning lessons in advance. Commenting on the types of tasks that lead to learning, Marzano asserts that learning requires engagement in tasks that are structured and are sufficiently similar to allow for effective transfer of knowledge (Marzano, 2003, pp. 85–87). He finds that students are more likely to learn when teachers plan and include the following techniques: identifying similarities and differences, summarizing, note taking, using nonlinguistic representations, and developing advance organizers (Marzano, 2001).
This section of T4S advocates the actions identified below to promote student engagement and the strategies recommended by Marzano and supported by others because they exemplify the core concept of student engagement. The elements in this section are: Ensure Student Engagement Throughout the Learning and Use Selected Student Engagement Techniques.

**Ensure Student Engagement Throughout the Learning**

*The Teacher Demonstrates All of the Following Attributes*

Directs student(s) to be engaged in the academic learning

- Directs all of the students to participate in the academic learning at the same time*

- Makes student engagement mandatory by ensuring that all of the students are engaged throughout the academic learning *

* When using the T4S program as an observational tool, the observers are looking for 85 percent or more of the students to be engaged at the same time and throughout the academic learning.

The teacher can direct students to be involved by engaging them in the following activities:

- Responding orally through conversing, summarizing, sharing similarities and differences, or responding chorally as a whole group

- Producing something on paper or a white board through note taking, completing an advance organizer, completing or drawing a nonlinguistic representation, writing a summary, or explaining in writing the similarities or differences of a topic

- Signaling through a common gesture or displaying the white board or response card

- Demonstrating a response through movement

- Mentally processing information and sharing that processing through a choral or written response or conversing with another student

**Use Selected Student Engagement Techniques**

*The Teacher Demonstrates Any or All of the Following Techniques*

- **Identifying similarities or differences**: Directs students to compare, classify, or create metaphors or analogies.

According to Marzano, having students identify how items, events, processes, or concepts are similar or different deepens their understanding of the learning (Marzano, 2001, p. 1). Markman and Genter explain, “Similarity comparisons are a basic component of cognition. When looking for similarities, students attend to the matching relational structure in a pair of items or topics” (Markman & Gentner, 1993, p. 431).

- **Summarizing**: Directs students to determine and communicate the key points of text or a presentation.

In summarizing, students evaluate the information and decide what information to use, delete, or substitute. Wormelli explains summarization as “restating the essence of text or an experience in as few words as possible or in a new, yet efficient manner” (Wormeli, 2004, p. 1). Anderson and Hidi observe, “The summary writer must decide what to include, what to eliminate, how to rework or reorganize information, and how to ensure that the summary is true to the original’s meaning” (Anderson & Hidi, 1988/1989, p. 26). Commenting on the cognitive rigor of the summarizing process, Marzano says, “To
effectively delete, substitute, and keep information, students must analyze information at a fairly deep level” (Marzano, 2001, p. 31).

— **Note Taking**: Directs students to record information that is being provided, read, or discussed.

Analyzing the tasks involved in note taking, Marzano says, “To take effective notes, a student must make a determination as to what is most important, and then state that information in a parsimonious form” (Marzano, 2001, p. 43). Ladas observes, “Note taking facilitates information processing by actively engaging the learner” (Ladas, 1980, p. 44). Therefore, students need to process as well as record information rather than just copy what the teacher has written on the board or overhead projector.

— Using Nonlinguistic Representation: Directs students to construct a visual or picture of the learning.

Marzano contends that a powerful aspect of learning includes generating mental pictures to go along with information, as well as creating graphic representations for that information (Marzano et al., 2001). Paivio asserts that learners are “...[i]ncreasingly likely to store an item as an image, and recall is enhanced because the image is somehow more memorable than the verbal code” (Paivio, 1979, p. 207). When knowledge is presented in both verbal and nonlinguistic form “…[r]ecall increases with concreteness because the items are increasingly likely to be stored in both the verbal and the nonverbal code” (Paivio, 1979, p. 207).

— **Developing an Advance Organizer**: Prepares a structured format prior to the learning and directs students to add necessary facts and details to it as she provides, reads, or discusses information.

The learner can use an advance organizer to organize and interpret new incoming information (Mayer, 2003). Explaining the value of this practice, Marzano explains, “Advance organizers take the surprise out of what is to come, help students retrieve what they already know about a topic, and focus them on the new information” (Marzano, 2001, p. 279). Ausubel elaborates, “The advantage of deliberately constructing a special organizer for each new unit of material is that only in this way can the learner enjoy the advantages of a subsumer which both (a) gives him a general overview of the more detailed material in advance of his actual confrontation with it, and (b) also provides organizing elements that are inclusive of and take into account most relevantly and efficiently both the particular content contained in this material and relevant concepts in cognitive structure” (Ausubel, 1963, p. 82).

**Classroom Examples**

The words in bold print are examples of the teacher directing all students to respond at the same time. **Example 1:** While teaching the b sound, the teacher shows the students the letter card Bb and says the sound repeatedly. She then **asks all students to say with her** the sound this letter makes. During the choral response the teacher notices that five students did not respond. The teacher says, “I did not hear everyone. **Let’s do it again. Everyone look at the letter card Bb and tell me** the sound it makes.” All students chorally respond with the teacher while she monitors their participation. Following the choral responses the teacher says, “Thank you. That was much better. Now I am going to say some words, and if the word begins with the b sound, **put your hands on your head**.” The teacher says the word bat, and all students put their hands on their heads. She continues saying other words, and the students continue to put their hands on their heads when they hear a word that begins with the sound of ‘b’. The teacher gives all students a blank piece of paper and tells them to **draw a picture of something that begins with the b sound.** As the students are drawing, the teacher approaches them one at a time and asks them to tell her what they are drawing.

**Example 2:** The teacher says, “We are continuing our study of animals. Last week we studied reptiles. This week we are studying mammals. **Everyone think of the characteristics of mammals we discussed yesterday.**” There is silence in the classroom as the teacher waits for five seconds. He then
continues by saying, “In your science journal, create a graphic organizer that displays as many characteristics of a mammal as you can remember.” Again the teacher pauses and monitors the students’ participation. After about a minute the teacher says, “Share with your partner the characteristics you wrote on your paper. Partner A share two characteristics, and partner B tell two more characteristics.” As the students are sharing, the teacher circulates, listening to the students and looking at the responses on each student’s graphic organizer. After about a minute of discussion, the teacher says, “Class, let me share with you the characteristics I heard you discussing. I want everyone to listen to see if you have these characteristics on your graphic organizer. If you do, put a check by that characteristic, and if you do not, add it to your graphic organizer.” The teacher then states, “On the back of your paper, draw a Venn diagram. In one circle write reptiles and in the other write mammals. With your partner, discuss and write the similarities and differences between these two types of animals we have been studying.” As students are completing the task, the teacher again walks around and monitors students’ participation and responses.
Section III. Assessment Practices

Use Summative Assessment

*The Teacher Demonstrates All of the Following Attributes*

- Engages students to complete an assessment independently
- Provides assistance and clarification as needed

McTighe and Ferrara (2000) define summative assessments as “…culminating assessments for a unit, grade level or course of study providing a status report on mastery or degree of proficiency according to identified content standards” (p. 35). Guskey asserts, “Assessments should measure the important concept(s) and skill(s) that were taught…This is not teaching to the test, but testing what the teacher has taught” (Guskey, 2003, p. 8).

Classroom Examples

**Example 1:** In a physical fitness class, the teacher is giving an end-of-the-unit assessment on the students’ knowledge and understanding of the unit. As students are completing the written assessment, the teacher observes and is available to assist students who raise their hands indicating they need assistance on a test item.

**Example 2:** During center time, the teacher calls students up individually to listen to them read orally for fluency development. The teacher is using a fluency rubric to indicate progress of each student’s ability to read fluently.

Use Formative Assessment to Determine the Instructional Needs of All Students

*The Teacher Demonstrates All of the Following Attributes*

- Engages all students to respond to a question(s) by signaling, writing, or performing in order to check for understanding
- Reviews elicited behavior to check for all students’ understanding in order to determine instructional needs
- Provides praise, recognition, assistance, or clarification as needed

Bransford defines formative assessments as “…ongoing assessments designed to make students’ thinking visible to both teachers and students. They permit the teacher to grasp the students’ preconceptions, understand where the students are in the developmental corridor from informal and formal thinking, and design instruction accordingly” (Bransford et al., 1999, p. 21). Such assessments help the teacher determine the immediate instructional needs of all students. Hunter adds, “Checking for understanding while teachers are teaching contributes to their knowledge of what has been learned and what needs to be retaught” (Hunter, 1982, p. 62). McTighe and Ferrara (2000) define formative assessments as “…ongoing, diagnostic assessments providing information (feedback) to guide instruction and improve student performance” (p. 33).

Classroom Examples

**Example 1:** After teaching her students how to multiply a one-digit number by a two-digit number, the teacher asks them to take a quarter sheet of paper and complete the first two problems of their homework. When students are done, they hold their papers up, and the teacher collects them. She quickly sorts the students’ papers according to those who answered the problems correctly and those who did not. She
directs students who got both problems correct to continue working on their homework while she works with those who did not.

**Example 2:** In a world history class, the teacher asks the students true and false questions to determine if they understand the first part of his lecture. Students hold up a red card for true or a blue card for false. After each response, the teacher informs the students if their answers are correct or incorrect and provides additional information as needed.

**Monitor and Make Individual or Collective Adjustments**

*The Teacher Demonstrates All of the Following Attributes*

- Observes student progress
- Responds to student progress as needed by providing support, prompts, cues, or additional information or assistance

Commenting on the importance of monitoring students, Hunter (1976) notes, “It is essential that teachers carefully supervise the beginning practice of students so correct responses are encouraged and any error is caught and corrected as soon as possible” (p. 59). Archer (2003) specifies that teachers “… need to walk about, look about, and talk to students regarding their work.”

**Classroom Examples**

**Example 1:** After giving directions to her eighth grade algebra class on how to complete the assignment, the teacher walks around the classroom looking at each student’s work. Before moving on to the next student, the teacher either gives the student a sign approving the work or suggests how to improve it. **Example 2:** While students are in groups of three discussing and categorizing flowers to determine the characteristics of the given flowers, the biology teacher stops by each group to listen to their conversation. He checks on the strategies the students are using to categorize the flowers and how each group is functioning. If the group is productive and its categorizations are correct, he quietly moves to another group. When students are not functioning productively or are having difficulties categorizing the flowers, he provides assistance.
Section VI. Learning Environment

Foster a Climate of Fairness, Caring, and Respect

The Teacher Demonstrates All of the Following Attributes

— Provides a continuously safe and positive learning environment
— Listens patiently to all students
— Avoids the use of put-downs and sarcasm

When the teacher fosters a climate of fairness, caring, and respect, the students usually respect and accept the rules and procedures. According to Marzano (2003), the quality of teacher-student relationships is fundamental in establishing an effective classroom management system. The goal is for the teacher to remain emotionally objective. He explains, “Emotional objectivity deals with a teacher’s ability to implement and enforce rules and procedures, execute disciplinary actions, and cultivate effective relationships with students without becoming upset if students act inappropriately, react negatively to disciplinary actions or do not respond to his or her efforts to build relationships” (Marzano, 2003, pp. 69–72). According to Danielson (1996), teaching is a matter of relationships among individuals, and the relationships should be grounded in rapport and mutual respect between the teacher and students and among students.

Classroom Example

As students enter the classroom, the teacher greets them at the door and directs them to read what is written on the board as soon as they reach their seats. The teacher has written specific instructions for students to take out their textbooks and accomplish the task on page 159 during the first five minutes of class.

Maintain Standards for Behavior, Routines, and Transitions

The Teacher Demonstrates All of the Following Attributes

— Provides standards for behavior and routines
— Provides transitions that are efficient to avoid loss of instructional time
— Models appropriate behavior consistently
— Enforces appropriate behavior consistently
— Carries out disciplinary actions as needed

In effective classrooms, the teacher has established a classroom management system to address student behavior, routines, and transitions. Wang, Haertel, and Walberg (1993) compiled a list of common factors that impact learning and student achievement and they determined that classroom management is one of the most important factors affecting student achievement. Teachers must provide a balance between clear consequences for unacceptable behavior and recognition and reward for acceptable behavior (Stage & Quiroz, 1997). Zahorik notes, “Successful teachers establish in their classrooms clear rules, routines, and reward systems” (Zahorik et al., 2003, p. 76). In addition, transitions are quick to ensure that instructional time is not lost.
Classroom Example

Two students enter the classroom talking and laughing loudly. The teacher smiles and quietly says to them, “Hey, guys, remember what we always do when entering the classroom? Hurry and get to your seats and begin answering the review questions on the board.”

Reinforce Efforts of Students or Provide Recognition

The Teacher Demonstrates the Following Attribute

— Acknowledges students for their efforts or provides reinforcement for an accomplishment

When teachers reinforce the efforts of students and provide recognition, they are acknowledging students’ efforts. Walberg finds that reinforcement influences student achievement (Walberg, 1984). When students receive praise and other forms of positive feedback and recognition, they continue to show interest in the work (Cameron & Pierce, 1994). According to Marzano, generally, it is best to provide recognition for specific accomplishments (Marzano, 2003).

Classroom Example

When the bell rings, the teacher closes the door, walks to the front of the classroom, and says, “Everyone, thank you for coming into the classroom and getting started on your assessment. In about two more minutes we will go over your answers.” The teacher quickly takes attendance and begins walking around the room, looking at the answers the students have written on their papers. She smiles and nods at students after reading their answers and says to one student, “I hadn’t thought of it that way. Interesting response. I would like you to read your answer to the class.”
## Lake Havasu T4S Classroom Walk Through Observation Instrument

**Teacher:** ________________  **Grade:** ____________  **Date:** ______________  **School:** ____________

**Start Time:** ____________  **End Time:** ____________  **Observer(s):**

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### Instructional Practices to Support All Learners

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<th>Instructional Practices to Support All Learners</th>
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<tr>
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<td>Communicate Selected Standards or Objectives to All Students</td>
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<td>Make Learning Relevant</td>
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<td>Emphasize Key Vocabulary</td>
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<td>Provide Instructional Scaffolding to Assist and Support Student Understanding</td>
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<td>Provide Verbal Scaffolding to Assist and Support Student Use of Academic Language</td>
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<td>Facilitate Student Interactions or Discussions Related to the Learning</td>
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<td>Provide Specific and Immediate Feedback to Students</td>
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<td>Relate Teacher Actions to Standards or Objectives</td>
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### Student Engagement

The teacher demonstrates all of the following attributes:

- _____ Directs students to be engaged in the academic learning
- _____ Directs 85 percent or more of the students to participate in the academic learning at the same time
- _____ Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the academic learning

### Selected Student Engagement Techniques

Check the following techniques observed:

- _____ Identifying Similarities or Differences
- _____ Summarizing
- _____ Note Taking
- _____ Nonlinguistic Representation
- _____ Advance Organizer

### Assessment Practices

- Uses Formative Assessment to Determine Instructional Needs of All Students
- Monitor and Make Individual or Collective Adjustments

### Learning Environment

- Foster a Climate of Fairness, Caring, and Respect
- Maintain Standards for Behavior, Routines, and Transitions
- Reinforce Efforts of Students or Provide Recognition
- Establish a Literacy-Rich Environment

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*Revised 9/23/08*
Data Collection Form for 15 to 20-Minute T4S Classroom Observation

Record time every 2 1/2 minutes and record what the teacher and students are doing and saying.

Displayed Standard or Objective: __________________________

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher</th>
<th>Students</th>
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LRE:  

- Books displayed/available  
- Information on writing displayed  
- Current vocabulary displayed  
- Student work (writing) displayed  
- Concept displayed  
- Students have materials for learning

Determining 85%:

\[
\begin{align*}
44-38 & \leq 6 \\
37-31 & \leq 5 \\
30-24 & \leq 4 \\
23-17 & \leq 3 \\
16-10 & \leq 2 \\
9-3 & \leq 1
\end{align*}
\]
Selected References


## LHUSD Summative Evaluation:
### Correlation with LHUSD T4S and additional district resources

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>T4S</th>
<th>Other Resources/Indicators</th>
</tr>
</thead>
</table>
| **Planning instructional objective** | To support all learners the teacher plans for Elements of Effective Instruction:  
Instructional practices  
- Selected standards or objectives communicated to all students  
Assessment practices  
- Teacher identifies assessment aligned to the objective: formative and or summative |  
- Curriculum Maps  
- State Standards  
- Revised Bloom’s Taxonomy  
- Galileo blueprint  
- AIMS blueprint |
| **Planning delivery of lesson** | To support all learners the teacher plans for Elements of Effective Instruction:  
Instructional practices  
- Selected standards or objectives communicated to all students  
- Learning made relevant  
- Key vocabulary emphasized  
- Instructional scaffolding to assist and support student understanding  
- Verbal scaffolding to assist and support student use of academic language  
- Student interactions or discussions related to the learning  
- Specific and immediate feedback to students  
- Teacher actions are related to standard or objectives  
**Level of cognition**  
**Student engagement**  
**Assessment practices**  
**Learning environment** |  
- Adopted text as a guide  
- Grade level or dept colleagues  
- Websites  
- Revised Bloom’s Taxonomy |
| **Planning for differentiated instruction** | Assessment practices  
- Summative assessment and/or  
- Formative assessment to determine instructional needs of all students  
To support all learners the teacher plans for differentiated instruction:  
Instructional practices  
- Selected standards or objectives communicated to all students  
- Learning made relevant  
- Key vocabulary emphasized  
- Instructional scaffolding to assist and support student understanding  
- Verbal scaffolding to assist and support student use of academic language |  
- IEP, WIICP  
- Galileo  
- Dibels  
- Revised Bloom’s Taxonomy |
II. CONTENT KNOWLEDGE: The teacher has general, as well as, specific academic knowledge in subject areas sufficient to develop students’ knowledge and performance on Arizona Academic Standards.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>T4S</th>
<th>Other Resources/Indicators</th>
</tr>
</thead>
</table>
| Depth of content knowledge | To support all learners the teacher plans for Elements of Effective Instruction: Instructional practices  
  • Selected standards or objectives communicated to all students  
  • Learning made relevant  
  • Key vocabulary emphasized  
  • Instructional scaffolding to assist and support student understanding  
  • Verbal scaffolding to assist and support student use of academic language  
  • Student interactions or discussions related to the learning  
  • Specific and immediate feedback to students  
  • Teacher actions are related to standard or objectives  |
| Level of cognition | Student engagement  
| Assessment practices |  |
| Curriculum integration | To support all learners the teacher plans for Elements of Effective Instruction: Instructional practices  
  • Selected standards or objectives communicated to all students  
  • Learning made relevant  
  • Key vocabulary emphasized  
  • Instructional scaffolding to assist and support student understanding  
  • Verbal scaffolding to assist and support student use of academic language  
  • Student interactions or discussions related to the learning  
  • Specific and immediate feedback to students  
  • Teacher actions are related to standard or objectives  |
| Level of cognition | Student engagement  
| Assessment practices |  |
| Relevance to real world application | To support all learners the teacher plans for Elements of Effective Instruction: Instructional practices  
  • Selected standards or objectives communicated to all students  
  • Learning made relevant  
  • Key vocabulary emphasized  
  • Instructional scaffolding to assist and support student understanding  
  • Verbal scaffolding to assist and support student use of academic language  
  • Student interactions or discussions related to the learning  
  • Specific and immediate feedback to students  
  • Teacher actions are related to standard or objectives  |
| Level of cognition | Student engagement  
| Assessment practices |  |

- Adopted text as a guide  
- Grade level or dept colleagues  
- Websites  
- Curriculum Maps  
- Adopted text as a guide  
- Grade level or dept colleagues  
- Websites
### III. INSTRUCTION: The teacher delivers and manages instruction which meets Arizona Academic Standards and which focus on the learner’s mastery of skills and concepts.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>T4S</th>
<th>Other Resources/Indicators</th>
</tr>
</thead>
</table>
| Lesson Objective | To support all learners the teacher demonstrates the Elements of Effective Instruction: Instructional practices  

- Selected standards or objectives communicated to all students  
- Assessment practices  
- Teacher identifies assessment aligned to the objective: formative and or summative | • Curriculum Maps  
- State Standards  
- Revised Bloom’s Taxonomy |
| Instructional Delivery | To support all learners the teacher implements the Elements of Effective Instruction: Instructional practices  

- Selected standards or objectives communicated to all students  
- Learning made relevant  
- Key vocabulary emphasized  
- Instructional scaffolding to assist and support student understanding  
- Verbal scaffolding to assist and support student use of academic language  
- Student interactions or discussions related to the learning  
- Specific and immediate feedback to students  
- Teacher actions are related to standard or objectives  

**Level of cognition**  
- Student engagement  
- Assessment practices  
- Learning environment | • Revised Bloom’s Taxonomy  
- Adopted text as a guide |
| Differentiation | To support all learners the teacher demonstrates the Elements of Effective Instruction: Instructional practices  

- Selected standards or objectives communicated to all students  
- Learning made relevant  
- Key vocabulary emphasized  
- Instructional scaffolding to assist and support student understanding  
- Verbal scaffolding to assist and support student use of academic language  
- Student interactions or discussions related to the learning  
- Specific and immediate feedback to students  
- Teacher actions are related to standard or objectives  

**Level of cognition**  
- Student engagement  
- Assessment practices  
- Learning environment | • Adopted text as a guide |
| Use of appropriate technologies | To support all learners the teacher demonstrates effective use of technology to support: Instructional practices  

- Level of cognition  
- Student engagement  
- Assessment practices  
- Learning environment | • Smartboards  
- Proximas  
- Computers  
- Internet |
IV. EVALUATION/ASSESSMENT: The teacher assesses learning and communicates results to students, parents, and other professionals with respect to students’ abilities to meet Arizona Academic Standards.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>T4S</th>
<th>Other Resources/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative and summative assessments</td>
<td>To support all learners the teacher uses:</td>
<td>• Galileo, curriculum maps, site expectations, AIMS, Terra Nova</td>
</tr>
<tr>
<td></td>
<td>Assessment practices</td>
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<td></td>
<td>• Summative assessment and/or</td>
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<td>• Formative assessment to determine</td>
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<td></td>
<td>instructional needs of all students</td>
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<td></td>
<td>• Monitoring and making individual or collective adjustments</td>
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<tr>
<td>Use of student data</td>
<td>To support all learners the teacher uses:</td>
<td>• Galileo, curriculum maps, site expectations, AIMS, Terra Nova</td>
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<td>• Monitoring and making individual or collective adjustments</td>
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<tr>
<td>Reporting evaluation/assessment</td>
<td>To support all learners the teacher uses:</td>
<td>• Progress reports, teacher conferences, student study team</td>
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<td></td>
<td>Assessment practices</td>
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<td>• Specific and immediate feedback to students</td>
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<tr>
<td>Aligns evaluations/assessments</td>
<td>To support all learners the teacher uses:</td>
<td>• Galileo, Galileo blueprint, curriculum maps, site expectations, AIMS, AIMS blueprint, Terra Nova</td>
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<td>to state standards</td>
<td>Assessment practices</td>
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<th>Other Resources/ Indicators</th>
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</thead>
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<tr>
<td>Student safety, classroom arrangement</td>
<td>The teacher establishes an effective learning environment</td>
<td>• District and site expectations</td>
</tr>
<tr>
<td></td>
<td>• Fosters a climate of fairness, caring and respect</td>
<td></td>
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<td></td>
<td>• Maintains standards for behavior, routines, and transitions</td>
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<tr>
<td>Climate of mutual respect</td>
<td>The teacher establishes an effective learning environment</td>
<td>• District and site expectations</td>
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<td></td>
<td>• Reinforces effort or provides recognition</td>
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<tr>
<td>Expectations for student behavior and classroom procedures</td>
<td>The teacher establishes an effective learning environment</td>
<td>• District and site expectations</td>
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<td></td>
<td>• Maintains standards for behavior, routines, and transitions</td>
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<tr>
<td>Student discipline</td>
<td>The teacher establishes an effective learning environment</td>
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<td>• Reinforces effort or provides recognition</td>
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<tr>
<td>Organization of resources such as time, space, materials and equipment</td>
<td>The teacher establishes an effective learning environment</td>
<td>• District and site expectations</td>
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<tr>
<td></td>
<td>• Fosters a climate of fairness, caring and respect</td>
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<tr>
<td></td>
<td>• Teacher actions are related to standards or objectives</td>
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</tbody>
</table>
### VI. INTERPERSONAL SKILLS: The teacher communicates effectively with students, parents, and staff.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>T4S</th>
<th>Other Resources/Indicators</th>
</tr>
</thead>
</table>
| Relationship with students | The teacher establishes an effective learning environment  
- Fosters a climate of fairness, caring and respect  
- Maintains standards for behavior, routines, and transitions  
- Reinforces effort or provides recognition | |
| Relationships with parents | | District policy, job description, site expectations |
| Collaboration/relationship with staff | | District policy, job description, site expectations (grade/dept meetings) |
| Collaboration/relationship with administration | | District policy, job description |

### VII. PROFESSIONALISM: The teacher demonstrates the high standards of the teaching profession in word, action, and by continuous professional development.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
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<th>Other Resources/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional growth and development</td>
<td></td>
<td>Early release trainings, district professional development, continuing education, grade/dept meetings, book studies</td>
</tr>
<tr>
<td>Professional behavior</td>
<td></td>
<td>District policy, staff handbook, job description</td>
</tr>
<tr>
<td>Contributing to school and district</td>
<td></td>
<td>District and site expectations</td>
</tr>
<tr>
<td>Recordkeeping and meeting deadlines</td>
<td></td>
<td>Galileo, Integrate, Classxp, AESOP, district, and site record expectations</td>
</tr>
<tr>
<td>Attention to assigned duties/additional responsibilities</td>
<td></td>
<td>Staff handbook</td>
</tr>
</tbody>
</table>
ELEMENTS OF EFFECTIVE INSTRUCTION

OBJECTIVE: Select an objective at an appropriate level of difficulty and complexity, as determined through a task analysis, diagnostic testing, and/or congruence with Bloom's cognitive taxonomy.

All lesson design begins with articulation of an instructional objective. It specifies the perceivable student behavior that validates achievement of the precise content or process or skill that is to be the learning outcome. To plan the instructional input needed to achieve the "target objective," the teacher must determine what information (new or already possessed) the student needs in order to accomplish the intended outcome. Students should not be expected to achieve an objective without having the opportunity to learn what is essential in order for them to succeed.

Task analysis is the process by which the teacher identifies the component learning or skills essential to the accomplishment of an objective. Once the necessary information, process, or skill has been identified, the teacher needs to select the means for "getting it in students' heads." Will it be done by discovery, inquiry, teacher presentation, book, film, record, filmstrip, field trip, diagram, picture, real objects, or demonstration? Will it be done individually, collaboratively, or in a larger group?

DIRECT INSTRUCTION

Examples:
• the teacher explains
• a video is used to give information or demonstrate an activity
• students use internet or library resources
• students discover information by doing labs, experiments or field observations

It helps students to not only to know about something, but to also see or hear examples of an acceptable finished product (a story, poem, model, diagram, graph), or to observe a person's actions or hear him talk-aloud about how he decided to perform a task (how to identify the main idea, or determine ways of thinking or making decisions while completing the assignment).

It is important that the visual input of modeling be accompanied by the verbal input of labeling the critical elements of what is happening (or has happened) so that students are focused on essentials rather than being distracted by transitory or non-relevant factors in the process or product.

Examples:
• "I am going to use my thumb to work the clay in here like this so the tail has a firm foundation where it is joined to the body of the animal. In that way, it's less likely to break off in the kiln." (art instruction)
• "While I do this problem, I'll tell you what I'm thinking as I work." (math talk-aloud strategy)
• "Notice that this story has a provocative introductory paragraph that catches your interest by the first question the author asks." (literature instruction)

ANTICIPATORY SET

An "Anticipatory Set" results from a brief activity that occurs at the beginning of the lesson or when students are mentally "shifting" gears from one activity to the next. The purpose of an anticipatory set is to elicit students' attending behavior, focus them on the content of the instruction to follow, and help them develop a mental readiness (or "set") for it. The "set" may (but doesn't need to) include a review of previous learning if it will help the student achieve today's objective, but not routine review of old material. The set also may give the teacher some diagnostic data needed for teaching the current objective.

An anticipatory set activity should continue only long enough to get students "ready and set to go," so that the major portion of instructional time is available for the accomplishment of the current objective.
Examples:

- Give synonyms for overused words, when the current objective is improvement in descriptive writing
- Create word problems to go with a numeral problem on the chalkboard, when the current objective is meaningful computation practice
- Review the main ideas of yesterday's lesson, which will be extended today
- State ways a skill might be useful in daily life, when the objective is to develop fluency with that skill
- Practice speedy answers to multiplication facts for a quick review before today's math lesson on two-place multiplication

**ACTIVE ENGAGEMENT**

“All the students, all of the time”

There are three forms of active engagement:

- **Overt**: the most powerful; students demonstrate the level of their understanding when the teacher elicits it through words such as: show, explain, tell me, write, draw, demonstrate, etc. These are all observable events to show student participation
- **Covert**: this is an unobservable event for the teacher but provides application of the lesson for the student when the teacher elicits it through words like think, listen, imagine, pretend, visualize, compare, remember, focus on etc. It is an internal event for the student.
- **Combination**: by using both overt and overt engagement the teacher can skillfully layer a lesson into the various areas of thinking and get feedback about the student’s mastery of the lesson

**CLOSURE/SUMMARY**

- this is the mental process occurring when the student can summarize what is being learned. Closure cannot occur until the students get feedback. It occurs at the end of any significant learning as well as at the end of the lesson.

**5 VARIABLES OF MOTIVATION**

**Motivation**- Can either come from within, which means it's *intrinsic* or from outside influences, meaning the motivation is *extrinsic*.

**Motivation variables** These are the attributes that make up what gets students interested in learning. They all concern the learner and are comprised of the anxiety/level of concern or the *degree of expectancy* that a student is feeling. These variables are *interest attributes*, or things that occur in the lesson that are:

- **Vivid**- stories, maps, outlines.
- **Related to past experience** - By using things that include the students’ interests; motivation can often be elicited by the anticipatory set.
- **Novel**- Things or ideas that include elements of mystery, arouses curiosity, games, and humor.
- **Feeling Tone**- This is the feeling in the environment encountered by the learner-- it can be pleasant, unpleasant, and neutral.
- **Success**- is an *internal* feeling of motion toward an *achievable challenge* which tells the student that learning is taking place.
- **Knowledge of results**- This is one of the most *critical attributes*. Give students feedback so that they know how they are doing. It must be *immediate* and *specific*
4 FACTORS OF RETENTION

- **Meaning** - the translation of ideas into action. Students retain better if they can understand and value the learning

- **Modeling** - shows the correct performance of a task or skill with the criteria for correct performance. It is *critical* especially if it is new knowledge, that the demonstration be correct. The teacher models or shows the students in advance what is the hoped for objective.

- **Practice** – drill new learning and review old learning

- **Feeling Tone** - The order of feeling tones set by the environment influences retention. Many studies have been done with regards to the classroom and how it may affect learning. Tone is set by many factors; the most critical one is the teacher. The elements of feeling tone are: **Pleasant**, will add to memory, **unpleasant**; will add to the memory and **neutral** which is not related to memory.

- **Monitor and Adjust** – by eliciting overt behavior from all the students. Check the overt behavior and decide if it matches the desired outcome. Adjust the teaching by making decisions based on this.