CPS Framework for Teaching
Companion Guide
Version 2.0 – August 2014

Chicago Public Schools

Acknowledgements

The Chicago Public Schools (CPS) Framework for Teaching was adapted from the Danielson Framework for Teaching, with approval from Charlotte Danielson, for use as part of the *Recognizing Educators Advancing Chicago (REACH) Students* teacher support and evaluation system. The Chicago Teachers Union and Chicago Public Schools worked together to edit the Framework for Teaching to incorporate the Common Core State Standards and utilize research conducted by the Consortium on Chicago School Research and the Measures of Effective Teaching Project.

CPS Contributors

External Partners

Table of Contents

Introduction to the CPS Framework for Teaching

The CPS Framework for Teaching is a modified version of Charlotte Danielson's Framework for Teaching. It provides a definition of good teaching practice and gives all educators a common language to talk about teaching. The CPS Framework for Teaching was modified in collaboration with the Chicago Teachers' Union, Charlotte Danielson, and the Consortium on Chicago School Research to incorporate the shifts in teaching practice required by the Common Core State Standards, such as increased rigor of student work. Additionally, three components were eliminated due to redundancy because they are incorporated elsewhere within the CPS Framework for Teaching. According to both Charlotte Danielson and the Consortium on Chicago School Research, the modifications made to the CPS Framework for Teaching are aligned with prior research on the intent and structure of the Danielson Framework for Teaching. The CPS Framework for Teaching, therefore, remains a valid and reliable tool for measuring teaching practice[1].

RESEARCH BASE

Charlotte Danielson, the author of the Danielson's Framework for Teaching, is an educator who has taught at all levels, from kindergarten through college. She has worked as an administrator, a curriculum director, and a staff developer in several regions of the United States. In addition, she has served as a consultant on aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson developed the Framework for Teaching from her work with the Educational Testing Service's Praxis III certification assessment.

The research base for the Danielson's Framework for Teaching, and by extension, the CPS Framework for Teaching, includes the work of many nationally recognized experts on education, including the Educational Testing Service (ETS), Lee Shulman, Jacqueline Brooks, and Martin Brooks, among many others. For more information on the research base, teachers should visit www.danielsongroup.org or read the Appendix of Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007)[2].

Although the research base is important, Charlotte Danielson notes that the validation of the Framework by practitioners, that is, educators, is what is most important. This validation has been corroborated by numerous studies including the University of Chicago's Consortium on Chicago School Research[3] (http://ccsr.uchicago.edu/research) and the Gates' Foundation Measures of Effective Teaching Project[4] (www.metproject.org), which find it to be a useful Framework for identifying teaching practices that are closely linked with student growth.

THE CPS FRAMEWORK FOR TEACHING

The CPS Framework for Teaching is organized in a four-square grid, commonly called the "Placemat," with the domains displayed in a clockwise order. This design choice is deliberate; it reminds us that planning precedes the work in the classroom, a strong classroom environment must be in place for instruction to occur, and upholding professional responsibilities leads to better planning. Each domain has 4-5 components, which describe distinct aspects of teaching practice, and each component has elements that further define each component. See page 15 for the "Placemat" -- a quick reference of the CPS Framework for Teaching.

More than just a list of teaching expectations, the CPS Framework for Teaching is a rubric that describes teaching practice across a continuum for each component. This continuum is important because it helps teachers and school administrators

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[1] Danielson, C. and Sara R. Stoelinga. Memo to Jean-Claude Brizard and Karen Lewis, Revisions to the Framework for Teaching. Chicago, IL. 21 Jan. 2012.
[2] Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. 2nd Ed. Alexandria, VA: ASCD, 2007.
[3] Sartain, L., Stoelinga, S.R., & Brown, E.R., with Luppescu, S., Matsko, K.K., Miller, F.K., Durwood, C.E., Jiang, J.Y., & Glazer, D (2011). Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observation, Principal-Teacher Conferences, and District Implementation (Consortium on Chicago School Research), Chicago, IL: University of Chicago.
[4] Kane, T.J & Staiger, D.O. Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. Princeton, NJ: Bill & Melinda Gates Foundation.

engage in a continuous improvement process that refines teaching practices by reflecting on specific aspects of current practice and holding conversations with colleagues to gain new strategies and ideas for improving learning for all students.

The levels of performance of the CPS Framework for Teaching are Distinguished, Proficient, Basic and Unsatisfactory. Each level describes specific teaching practices associated with a particular lesson or point in time. Charlotte Danielson defines these levels of performance as:

- Unsatisfactory: Refers to teaching that does not convey understanding of the concepts underlying the component. Teachers performing at this level of performance are doing academic harm in the classroom.

- Basic: Refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent.

- Proficient: Refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level.

- Distinguished: Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

In addition to the four domains which define daily teaching responsibilities, Charlotte Danielson weaves seven common themes throughout the Framework for Teaching, which reflect how teachers carry out the work of teaching – not what they do on a daily basis, which is what each of the components define. These important aspects of teaching practice are not specifically called out in one domain, component, or element because they are relevant to teaching practice as a whole. The themes tend to be very apparent at the distinguished level of performance.

The Common Themes are:

- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Attention to Individual Students, Including those with Special Needs
- Appropriate Use of Technology
- Student Assumption of Responsibility

USING THE CPS FRAMEWORK FOR TEACHING WITH ALL LEARNERS IN MIND

The CPS Framework for Teaching provides a district-wide definition of quality teaching practices and gives all educators a common language to talk about teaching for ALL students. High-quality instruction in any classroom requires teacher attention to students' varied learner profiles.

Student diversity is always present, whether recognized or not, in every classroom. Within every group of students, teachers can anticipate that there will be a variety of skills, affinities, challenges, experiences, cultural lenses, aptitudes, interests, and English language proficiency levels (in the case of English learners, native language proficiency levels) represented. As teachers engage in planning and delivering instruction, they must simultaneously consider the variety of learner profiles among their students.

Intentional planning for a diverse student group from the outset will maximize the likelihood that all students will be able to successfully access information, process concepts, and demonstrate their learning. Early in the school year or course, data from various sources such as cumulative folders, screeners, pre-tests, Home Language Surveys (HLS), Individualized Education Plans (IEPs), Individual Bilingual Instruction Plans (IBIPs), parent questionnaires, and getting-to-know-you activities give teachers important preliminary information about every individual student that will influence their plans. As teachers better get to know

individual students and their particular learning needs, over time they can continuously adjust curricular plans and personalize instructional strategies for more tailored differentiation.

Having initial plans that are universally-designed will position teachers to serve most students well, but in the process of personalizing the plan, there will be certain elements that are crucial to include explicitly for particular groups of students. For example, while every child is unique and will therefore benefit from attention to their individual learner profile, a student who has been identified with a disability, by law and best practice, will require instructional supports based upon the IEP team's best thinking relative to academic and functional need. Similarly, while every child is in the process of developing language and will therefore benefit from an educational experience that is designed for a range of social and academic English levels, a student who has been identified as an English learners, by law and best practice, will have needs that must be addressed in particular ways. In both cases, it is important for teachers to specifically recognize and articulate in their curriculum plans a selection of materials and resources, and in their methods of instruction how they will tailor learning for these individuals.

RELEVANCE OF THE CPS FRAMEWORK FOR TEACHING FOR ALL CONTENT AREAS AND STUDENT POPULATIONS

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in each classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create a unique environment. Some educators believe that because of this uniqueness, there can be no generic Framework that defines teaching for all grade levels and content areas.

Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses. For example, in every classroom, an effective teacher creates an environment of respect and rapport (Component 2a). How that is done, and what is specifically observed, are very different in, for example, a kindergarten class and a high school biology class - but the underlying construct is the same. Students feel respected by the teacher and their peers and they believe the teacher cares about them and their learning. Similarly, the specific techniques used to engage students in writing a persuasive essay are fundamentally different from those used to engage students in a conceptual understanding of place value. But in both cases, students are deeply engaged in the task at hand and take pride in their work. The Framework captures this engagement and pride. Because a teacher's actions are a function of the contexts in which they occur, it follows that good teaching does not consist of a listing of specific behaviors; it cannot, because the behaviors themselves depend on the context. It also follows that there is only one Framework for Teaching; there is not a Framework specific to high school English or elementary music. Although those different contexts imply very different decisions by teachers about what they do every day, the Framework captures those aspects of teaching that are common across contexts and applicable to ALL learners.

More information about the applicability of the Framework for specific student populations (i.e. English Language Learners, students with diverse learning needs), as well as information, artifacts, and tools for applying the Framework across different content areas (e.g. social sciences, arts education, physical education), can be found on the district's Knowledge Center (kc.cps.edu).

CONCLUSION

The CPS Framework for Teaching is intended to be used for reflection and observation to inform the process of continuous growth that all professional teachers undertake on a regular basis. It is used to identify areas of strength and growth, to set professional goals, and to measure how those goals are met. It provides a common language for all colleagues within Chicago Public Schools – teachers, school administrators, and district administrators – to collaborate and support one another as the district strives to place every student on a path to success in college and career.

The Framework for Teaching and this companion guide are tools for teachers and school administrators as they work together to use this shared language around teaching practice. Information about REACH Students can be found on the Knowledge Center (kc.cps.edu).

This "Placemat" of the CPS Framework for Teaching lists the domains, components and elements that comprise the Framework.

The CPS Framework for Teaching

CHICAGO PUBLIC SCHOOLS | CPS

Adapted from the *Danielson Framework for Teaching*

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content Standards Within and Across Grade Levels
- Knowledge of Disciplinary Literacy
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

1b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications

1c. Selecting Learning Objectives
- Clarity of Objectives
- Sequence and Alignment of Objectives
- Balance of Objectives

1d. Designing Coherent Instruction
- Design Incorporates Knowledge of Students and Student Needs
- Design Incorporates Learning Tasks
- Design Incorporates Materials and Resources
- Design Incorporates Instructional Grouping
- Design Incorporates Lesson and Unit Structure

1e. Designing Student Assessment
- Congruence with Standards-Based Learning Objectives
- Levels of Performance and Standards
- Design of Formative Assessments
- Use for Planning

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport
- Teacher Interaction with Students
- Student Interaction with Other Students

2b. Establishing a Culture for Learning
- Importance of Learning
- Expectations for Learning
- Student Persistence
- Student Ownership of Learning

2c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Classroom Routines
- Direction of Volunteers and Paraprofessionals

2d. Managing Student Behavior
- Expectations and Norms
- Monitoring of Student Behavior
- Fostering Positive Student Behavior
- Response to Student Behavior

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching and Learning
- Effectiveness
- Use in Future Teaching

4b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

4c. Communicating with Families
- Information and Updates about Grade Level Expectations and Student Progress
- Engagement of Families as Partners in the Instructional Program
- Response to Families
- Cultural Appropriateness

4d. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
- Collaboration and Professional Inquiry to Advance Student Learning
- Participation in School Leadership Team and/or Teacher Teams
- Incorporation of Feedback

4e. Demonstrating Professionalism
- Integrity and Ethical Conduct
- Advocacy
- Decision-Making
- Compliance with School and District Regulations
- Attendance

Domain 3: Instruction

3a. Communicating with Students
- Standards-Based Learning Objectives
- Directions for Activities
- Content Delivery and Clarity
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques
- Low- and High-Level Questioning
- Discussion Techniques and Explanation of Thinking
- Student Participation

3c. Engaging Students in Learning
- Alignment of Learning Objectives
- Task and Text Complexity
- Scaffolding and Differentiating Instruction
- Pacing and Sequencing
- Grouping

3d. Using Assessment in Instruction
- Monitoring of Student Learning with Checks for Understanding
- Assessment Performance Levels
- Student Self-Assessment
- Feedback to Students

3e. Demonstrating Flexibility and Responsiveness
- Response to Student Needs
- Teacher's Persistence
- Lesson Adjustment

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Each component will be laid out in a similar fashion. Use the component navigator on the right- or left-side of the page to quickly find specific components.

The continuum of practice, from The CPS Framework for Teaching, *is listed first. The full Framework can be found in the Appendix.*

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component Title • *Element 1* • *Element 2*				

Component Overview

The overview of the component provides readers with a high-level understanding of the component.

EVIDENCE *A non-exhaustive overview description of how to gather evidence for the component is described here.*

GUIDING QUESTION *The reflection question highlights the big idea of the component.*

CONNECTING COMPONENTS *Components are closely intertwined; this section shares how components work together to form a complete picture of teaching practice.*

CONNECTIONS TO COMMON CORE STATE STANDARDS *When applicable, a connection is made between the component and the Literacy Instructional Shifts, Mathematics Instructional Shifts, and/or Standards for Mathematical Practices. More information about the Common Core, Shifts, and Practices is available on the Knowledge Center (www.kc.cps.edu).*

INSIGHTS FROM A CPS TEACHER *CPS teachers from a wide range of content areas, grade levels and settings wrote about how each component looks in their own classrooms. (Thank you for sharing your practice, teachers!)*

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS *When applicable, component-level guidance for planning, teaching and/or observing classrooms with diverse and English learners was developed by CPS teachers and central office departments for the Companion Guide Addenda in 2013-14 and is included in this section.*

Element Details

The element tables provide details about each of the elements.

Element 1: *Each element of the component is listed separately.*

Definition	Reflection Questions
Each element is defined in detail.	• *Reflection questions are designed for teachers to self-reflect on their practice, as well as guiding questions for professional conversations between school administrators and teachers.*
Examples of Teaching Practice	
• *Examples of practice for each element from multiple content areas, grade levels and settings are provided.*	

Selected Resources and Artifacts for Further Investigation

Find component-level supports (videos, photos, and resources) created **for** *CPS teachers,* **by** *CPS teachers on the Knowledge Center by navigating to the website listed in this section. Supports for all components are also searchable through the Framework database on the Knowledge Center (www.kc.cps.edu), by clicking on* Framework for Teaching, *and clicking on* Resource Database.

1a
1b
1c
1d
1e
2a
2b
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2d
3a
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3c
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3e
4a
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4e

Domain 1: Planning and Preparation

Domain 1: Planning and Preparation

Overview of Domain 1

Instructional planning requires a deep understanding of content and pedagogy as well as a deep understanding and appreciation of what students bring to the classroom. However, merely understanding content is not sufficient; content must be transformed through instructional design into sequences of activities and exercises that make it accessible to the students in the classroom.

All elements of instructional design—objectives, learning activities, materials, and strategies—must be appropriate to both the content and the students, as well as aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional objectives and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments. Information about creating a high-quality plan that includes principles of Universal Design for Learning can be found on the district's Knowledge Center site: (http://kc.cps.edu).

COMPONENTS AND ELEMENTS OF DOMAIN 1: PLANNING AND PREPARATION

Domain 1 consists of the five components and associated elements listed below. Each component and element is explained in further detail in this chapter.

1a. Demonstrating Knowledge of Content and Pedagogy

- Knowledge of Content Standards Within and Across Grade Levels
- Knowledge of Disciplinary Literacy
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

1b. Demonstrating Knowledge of Students

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
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- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications

1c. Selecting Learning Objectives

- Clarity of Objectives
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1d. Designing Coherent Instruction

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- Design Incorporates Lesson and Unit Structure

1e. Designing Student Assessment

- Congruence with Standards-Based Learning Objectives
- Levels of Performance and Standards
- Design of Formative Assessments
- Use for Planning

Chicago Public Schools

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy *Knowledge of:* • *Content Standards Within and Across Grade Levels* • *Disciplinary Literacy* • *Prerequisite Relationships* • *Content-Related Pedagogy*	Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.

Component Overview

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral. They must also know how the discipline has evolved over time and be willing and able to incorporate 21st century issues such as global awareness and cultural diversity into their plans, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach and know which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is insufficient; in advancing student understanding, teachers must be familiar with the particular pedagogical approaches best suited to each discipline. Teachers recognize that they play an integral role in developing literacy skills in the students they teach, regardless of content area.

EVIDENCE

Evidence of this component can be found during the pre-observation conference, as teachers explain how they will engage students in their own investigation of the content to be covered. The teacher, in conversation, should be able to demonstrate a solid understanding of the subject. Curriculum maps showcasing vertical and horizontal planning, incorporating literacy across content areas, lesson/unit plans with explicit "activation of prior knowledge," explicit connections for students between content areas, and a wide range of pedagogical strategies are excellent artifacts to demonstrate knowledge of content and pedagogy.

GUIDING QUESTION

What are the key concepts and their relationship to the lesson/unit being taught?

1a

CONNECTING COMPONENTS

Component 1a is a "knowing" component; in order for teachers to select learning objectives (1c), plan instruction (1d), and engage students in learning (3c), the teacher must have a solid grasp of the content, where it fits into the sequence of learning, and the most effective methods for teaching the content.

INSIGHTS FROM A CPS TEACHER

Cyndi Raisanen
Hitch School

My co-teachers and I plan our units together. Personally, I never really feel our units are finished, but rather always evolving and improving. We begin with a vertical reading of the Common Core State Standards, identifying what skills and concepts our students should have already mastered and will need to work on next. We make sure to read a few years ahead as well, so we can build in challenges for all of our students. There's a Knowledge Center (kc.cps.edu) video of my co-teachers and me meeting to vertically read the standards and discuss their implications for our teaching. (Look for it by visiting www.cps.edu/kc-1a and/or search on Knowledge Center for "1a: 4 Steps and 5 Minutes to CCSS Implementation.") Using the video's accompanying template has helped my colleagues and I identify what students should come to us knowing, and also what specific skills we should be teaching in each grade to build on those prerequisite skills. Focusing in on mastery of fewer skills at a deeper level has helped us align our instruction to the Common Core State Standards and reach the needs of all of our students.

Next, we backwards plan, keeping our end goal in mind and identifying preferred text and strategies that will get our students to that goal. It's important to remember that this is a cyclical process, and the unit often changes throughout its development. For example, identification of essential questions might influence our choice of text or the genre of writing we're focusing on might influence the strategies used throughout the unit. After identifying our end goal, we develop performance tasks for the end of the unit and build in formative assessments during the unit. While all of this is going on, we're considering the texts we'll use during the unit. We want to make sure the texts are appropriately complex for their purpose and their placement in the school year (we start at the low end of the Lexile band for that grade level and move up). Additionally, we want to make sure the texts are engaging for our student population. Personally, I try to mix the classics with high-quality modern texts and balance literature and nonfiction throughout the year. At this point in the unit, we also try to tap into connections between other disciplines or the current news and media reports to show our students that this text matters in the real world.

One of the most helpful things I've done to revise my units is keep a printed copy of the plan on my desk and take notes on it everyday. What strategies worked? Why? What flopped? Why? How can I improve my unit next year? Do I need to change a text or tweak an essential question? What have I learned recently in PDs or professional readings to improve my unit? After teaching the unit, my colleagues and I always revise together to strengthen the unit for the next year. Although unit planning with a team can be a tough process, overall it does create high-quality units that are effective and engaging.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how students' IEPs add clarity on unit/lesson objectives' alignment to the Common Core State Standards or other content area standards.
- Consider the teacher's knowledge of learning and behavior needs as well as his/her pedagogy for teaching students with diverse learning needs; these skills should be apparent through the unit/lesson plan and/or discussion about planned instruction. Special education teachers possess a unique lens through which access to content can be ensured for learners, and teachers should share this thinking with school administrators.
- Consider the appropriate co-teaching approach based on the demands of the Common Core State Standards or other content area standards that will be taught.
- Consider the necessity of a deep understanding of the Common Core State Standards and of the content knowledge specific to the discipline taught, as well as how to present it to students of varying degrees of English language proficiency and special needs. Teachers should be able to demonstrate a deep understanding of language acquisition and be pedagogically strategic in advancing students from one proficiency stage to another.
- Consider how English learner teachers use World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards to plan and adjust instruction, in addition to content standards.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

CONNECTIONS TO COMMON CORE STATE STANDARDS

1a

- <u>Literacy Instructional Shift 1: Regular practice with complex text and its academic vocabulary</u>
  Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).
- <u>Literacy Instructional Shift 2: Building knowledge through content-rich nonfiction and informational text</u>
  The purpose of informational text is to "increase readers' knowledge of a subject, to help readers better understand a process, or to provide readers with enhanced comprehension of a concept" (CCSS-L, Appendix A, 2010, p. 23).
- <u>Literacy Instructional Shift 3: Reading and writing grounded in evidence from the text</u>
  This instructional shift is twofold: students first learn how to analyze, through close reading, a variety of texts; second, they learn how to construct arguments in which they cite textual evidence in support of their claims. "The Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness" (CCSS-L, Appendix A, p. 24).
- <u>Mathematical Shift 1: Focus on the critical areas to develop deep conceptual understanding and procedural fluency</u>
  Teachers understand how the CCSS-M prioritize standards within learning progressions, so that instructional time and energy are focused on critical concepts in a given grade. In this way, students develop strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
- <u>Mathematical Shift 2: Integrate the mathematical practice standards across instruction</u>
  Teachers regularly use rigorous mathematical tasks (tasks with a high level of cognitive complexity), and encourage students to grapple with these rich mathematical tasks in a way that fosters facility with the Standards for Mathematical Practice. This combination of practice and content through rich tasks and student engagement is the means by which we allow students to develop their own understanding of the mathematical content – and ultimately leads to optimal student learning gains.
- <u>Mathematical Shift 3: Maintain coherence and continuity to link learning within and across grade levels</u>
  Mathematics teachers who maintain coherence and continuity of the learning progressions both (1) understand the foundation of the mathematics that led to what they are currently teaching and (2) inform their lessons with an understanding of the mathematics their students will encounter next.

1a Element Details

ELEMENT 1: KNOWLEDGE OF CONTENT STANDARDS WITHIN AND ACROSS GRADE LEVELS

Definition	Reflection Questions
Grade-level content standards have a logical sequence both within and across grades. Lessons should be sequenced to connect to content that students have learned in previous grade levels, bridge to content they will learn in future years, and draw connections across content areas to show relationships between subjects.	• What is expected in the content standards below and above my grade level? • How have I sequenced my standards and objectives to build off of previous standards and set up my students for mastery of future standards? • What connections exist between content standards in my grade level/course and in other disciplines, and how am I demonstrating these connections for students?

Examples of Teaching Practice
• A math teacher looking to teach "equations of lines" understands and connects to variables and expressions in previous grades, as well as future lessons about systems of equations and linear equations. He also connects to and applies "equations of lines" to tables and graphs in science courses. • Prior to reading *Working* by Studs Terkel, the teacher provides background knowledge on the culture and the historical context of the American Revolution, Federalists, and anti-Federalists. This is connected to RL.9-10.1: *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* • The 4th grade teacher team meets to read the 3rd and 5th grade content standards to build off learning from 3rd grade and ensure students are prepared for 5th grade. • A special education teacher looks at reading comprehension standards from earlier grades when preparing accommodations and modifications who are behind grade level, so they can build towards eventual grade-level mastery. • A music teacher coordinates with the 5th grade ELA teacher to determine if students should write persuasive essays or narratives as the format for their music reviews.

ELEMENT 2: KNOWLEDGE OF DISCIPLINARY LITERACY

Definition	Reflection Questions
Each content area (e.g. literacy, math, science, social science, art, PE) requires a unique approach to the analysis and understanding of text as well as expression of understanding through writing.	• How am I ensuring that I've chosen complex, authentic texts for my units and lessons? • What are some methods for my students to engage with these texts and resources based on my knowledge of literacy in my content area? • What are some opportunities I have created for students to communicate content in oral and written forms?

Examples of Teaching Practice
• In social science, analyzing a historical document requires determining and investigating the source as well as researching additional sources to corroborate or disprove the content. • The key terms in CCSSM Cluster 1 are: Coefficient, difference, distributive property, equivalent, evaluate, expression, product, quotient, simplified, solution, sum, term, and variable. By the end of Cluster 1, students will be able to define and use these terms in context, not in isolation. • In a 7th grade science unit on *Evolution: Investigating Evidence of Common African Ancestry and Diversity*, key academic vocabulary are: evolution, diversity of species, extinction, sedimentary rock, species, genetic variation, natural selection, adaptation, traits, trade-offs, fossil record, variation, mutation. • In an ELL class, the teacher identifies the important vocabulary from a drama reading and scaffolds the words so students can understand the main ideas. • A math teacher uses a graphic organizer to guide students through reading for information in word problems.

Domain 1: Planning and Preparation

ELEMENT 3: KNOWLEDGE OF PREREQUISITE RELATIONSHIPS

Definition	Reflection Questions
Some disciplines, for example mathematics, have important prerequisites. Experienced teachers know what these prerequisites are and how to use them in designing lessons and units.	• Have I analyzed content to identify prerequisite skills and knowledge? • How do I know if my students have the appropriate foundation to move on to more complex content? • What measures have I taken to intervene when students lack prerequisite skills and knowledge?

Examples of Teaching Practice
• In chemistry, students need to have a basic understanding of sub-atomic particles, such as electrons, protons, and neutrons, before they can understand how elements combine to become molecules. • Prior to beginning a 5th grade arts unit in which students will: 1. Create a series of photos that express their communities' history based on research, and reflective of their planning for this work of art; 2. Create pinhole cameras, mirroring the processes of early photography; and 3. Express the relationship of parts to the whole in photographs, students must know how to select and skillfully use photography (angles–wide angle, close-up, up/down angle; image stabilization through tripod, shutter release, lighting—flash on-off, focus and emphasis). • In a PE class, students learn to hand dribble a basketball prior to learning basketball shooting form. • An English teacher plans to check that students can master writing a paragraph before introducing a 3-paragraph essay.

ELEMENT 4: KNOWLEDGE OF CONTENT-RELATED PEDAGOGY

Definition	Reflection Questions
Different disciplines have "signature pedagogies" that have evolved over time and are found to be most effective in teaching that discipline.	• Why have I chosen the particular pedagogical strategies and approaches for this unit or lesson? • How do I continue to stay current on content knowledge, pedagogical strategies, and approaches?

Examples of Teaching Practice
• A rigorous science curriculum must include time for students to engage in science and engineering practices with their peers as they explore content. For example, students ask questions and carry out investigations to build and deepen their understanding of the nature of forces and their relationship to motion. • In a 10th grade social science class in which the students are learning about Casimir Pulaski, students read the US Senate Resolution (S. J. Res. 22), a primary source document, to learn more about Pulaski's life and rationale for being declared an honorary US citizen. Other primary source documents are also included in the unit, including text, photos and maps. • In a 1st grade classroom, the teacher implements the *Daily 5* for literacy instruction, which includes centers on: Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work. • When teaching an SEL lesson about "grit," teacher uses both real life and examples from movies to illustrate the concept so that students can relate it to their own lives. • A computer teacher has students practice typing skills in a program designed to build foundational skills.

1a

Selected Resources for Further Investigation

Find Component 1a Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-1a.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Common Core* to access the Literacy, Math, Science and Social Science Content Frameworks. Also on the Knowledge Center, you'll find unit/lesson plans, resources, PD modules, and additional supports for implementing Common Core.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Content Areas* to find resources for Arts, Educational Tools & Technology, Early Childhood Education, Diverse Learners, Language and Cultural Education, Library Science, Literacy, Math, Physical Education, Science, Social Science, and STEM.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Content Areas* to find the *Interdisciplinary African and African American Studies Curriculum* to see sample unit and/or lesson plans to incorporate African and African American studies, and the themes of Culture, Dignity, and Identity into the full academic year. Content areas include social science, literacy, mathematics, science, arts, physical education/health.

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students *Knowledge of:* • *Child and Adolescent Development* • *The Learning Process* • *Students' Skills, Knowledge, and Language Proficiency* • *Students' Interests and Cultural Heritage* • *Students' Special Needs and Appropriate Accommodations/ Modifications*	The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice.	The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs.

Component Overview

Teachers do not teach content in the abstract; they teach it to *students*. In order to ensure student learning, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. Research in cognitive psychology has confirmed that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages for different age groups, students learn in individual ways and may come with gaps or misconceptions that teachers need to uncover in order to plan appropriate learning tasks. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other diverse learning needs, must also always be considered when planning lessons as teachers identify resources that will ensure their understanding.

EVIDENCE

A teacher's knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan; therefore, it is desirable for the teacher to have the opportunity to describe this understanding. During a pre-observation conference, teachers have an opportunity to share what they know about their students, and how they use that information to plan for groups of students or individuals. Knowledge of students is evident in the unit or lesson plans created and in accommodations or modifications made for students. Evidence may be found in the selection of texts for students, assignment of topics for study, and examples of connections to students' interests.

GUIDING QUESTION

How does your awareness of child and adolescent development and the learning process inform your planning? Consider students' skills, knowledge, language proficiency, interests, cultural heritage, special needs and appropriate accommodations/modifications.

CONNECTING COMPONENTS

1b

Component 1b is a "knowing" component; in order for teachers to plan instruction (1d) and engage students in learning (3c), the teacher must take the time necessary to learn about the students they are teaching. This knowledge of students then drives planning (Domain 1), the environment (Domain 2), teaching students (Domain 3), and following up on their learning (Domain 4). Component 1b connects to *every* component of the Framework.

INSIGHTS FROM A CPS TEACHER

Mary Tripp
Bateman Elementary
School
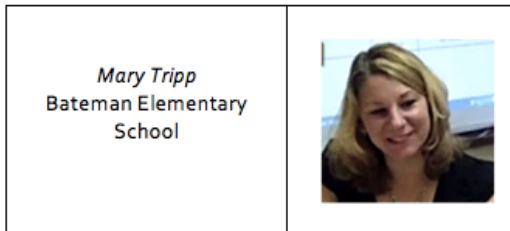
What career other than teaching gives you a fresh start every year? To me, the best part of teaching is meeting and getting to know my new students every September. But, this process actually starts in June of the previous school year when I visit my future students in their 6th grade classrooms. At that time, I invite them to read a book over the summer and write a letter or email to me about their experience. This is not a graded assignment, but an opportunity for me to start collecting information about their work ethics and reading habits. I can learn a lot about the student who has emailed me a ten-page letter showing sophisticated understandings of the thematic development of a high school level text before the Fourth of July. Or the student who has emailed me with twenty questions about how I want the assignment to look. Sometimes a student will copy and paste a book summary right off of the internet. And, of course, some students will have completely forgotten about this request before they even leave the building on the last day of school.

These letters are just the beginning. I start the first day of school with a game such as Three Truths and a Lie by asking them to take a test - about me! - so that they can see I am willing to share information about myself rather than this being a one-way street. Then I ask for help: Who else can give insight into our students better than their families? The kids love bringing their families a homework assignment on the first day of school! Sometimes it's a survey so I can better determine learning styles and other times I ask them to write - guess what - a letter about the way they see their child through their eyes. I specifically ask them to refrain from the negative, and I love reading these letters. It is so apparent to me how loved each and every student is, and helpful to remember that these individuals are entrusting me with the monumentally important role of teaching their child. Also, I establish a partnership with families by making this simple request; it sets us off on the right foot as they see that I respect their insight. (This is also great evidence for Component 4c: Communicating with Families.) I also have incorporated technology into my data gathering and use Google forms to assess my students' reading and writing attitudes. It's always fun to revisit these surveys and see how the kids have (hopefully) improved their attitude toward the two subjects I teach when they retake the assessment in June.

Although most of the knowledge I have described thus far is gained through qualitative and subjective measures, there is also a critical need to know where your students have been in the past with objective measures such as grades and test scores. I try to avoid grouping kids solely on these measures, though, because they are not always accurate. After two or three weeks, I can take these and my own observations, and student work samples to make the best decisions about where my students might excel or where they need some extra help. Knowing that they struggle in a certain area allows me to think about the WHOLE child and determine some type of remediation that best works for them.

Knowing my students' interests through the data I collect makes me a more effective teacher. If I know that a student is interested in anime, or is a martial artist, or a "One Directioner," I can better suggest topics for books or writing pieces. Since student ownership is such a huge part of being a proficient teacher, I can guide my kids into creating an assignment that they will most likely enjoy and feel successful completing. The artists, musicians, computer whizzes, poets, introverts, and social butterflies all offer something invaluable to the classroom. When building a culture of respect and rapport (2a), students are expected to share their own talents and appreciate the talents of others. If I didn't know my students, I wouldn't be able to highlight and value their contributions to our community of learners.

Domain 1: Planning and Preparation

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

1b

- Consider students' modes of communication with teachers, paraprofessionals, and other students in the class.
- Consider how Behavior Intervention Plans (BIPs) are written to prevent or minimize occurrences of student misbehaviors.
- Consider how student learner profiles vary and utilize student IEPs – particularly the Language and General Considerations and the Present Level of Academic and Functional Performance sections – to inform discussion relative to this component.
- Consider how the teacher knows which English learners have refugee or newcomer status, and seeks guidance and/or resources as needed specific to these unique circumstances.
- Consider how the teacher gains knowledge of both linguistic and diverse learning needs for English learners with IEPs and collaborates with colleagues (e.g. special education teachers) to make sure there is a common understanding and that both special education and bilingual/ESL services are provided in a coherent, complementary way.
- Consider that even if the teacher is not a speaker of the student's native language, the teacher recognizes the value and role of students' native language and actively structures opportunities for its use, encouraging English learners to draw on their native language and culture to build knowledge and to ensure participation in meeting the rigorous demands of the CCSS.
- Consider how the teacher knows the history of students with interrupted formal education (SIFEs).

Element Details

ELEMENT 1: KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT

Definition	Reflection Questions
Children learn differently at different stages of their lives.	• What is my level of understanding of the developmental stages of my students, and how can I improve my knowledge? • How do I incorporate my students' developmental stages into my lessons and units? • How have I used my students' developmental levels to scaffold toward increasingly complex materials and concepts?
Examples of Teaching Practice	
• An early childhood teacher understands that when she asks students to order a group of objects from smallest to largest, a student in the pre-operational stage may create two groups, one "small" and one "large", whereas a concrete operational thinker could correctly order all objects. • Teacher plans a lab in which students create the questions that drive the discovery process. • Teacher plans "brain breaks" and movement for middle school students to increase productivity during block scheduling.	

1b

ELEMENT 2: KNOWLEDGE OF THE LEARNING PROCESS

Definition	Reflection Questions
Teachers must know how to meet or accommodate students' learning styles to maximize instructional impact. Teachers have a "tool kit" of strategies to actively and intellectually engage students in learning.	• How do I actively engage my students in their learning? • How do I integrate different learning styles and modalities into my lessons?

Examples of Teaching Practice
• To demonstrate his knowledge of the water cycle, a student with a learning disability is given the option of drawing a visual diagram or acting out the steps of the cycle. • Teacher plans a lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • Teacher plans provide multiple project options; students will self-select the project that best meets their individual approach to learning. • Teacher plans provide "coping strategies" to help students persevere through difficult material.

ELEMENT 3: KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY

Definition	Reflection Questions
Students' prior knowledge, including what they've previously learned, what has been gained outside of school, and language abilities, influence how students learn best.	• How do I consistently assess my students' prior knowledge and skills? • How do I tailor my lessons based on my students' range of knowledge of the content as well as relevant skill sets? • How do I consider the language proficiency of my students when designing lessons across all content areas?

Examples of Teaching Practice
• A teacher consistently assesses and tracks individual student reading levels to best suggest independent reading materials for each student. • Teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class. • Teacher plans diagnostic exams at the start of each new unit to see what students already know. • Teacher plans incorporate graphic organizers and vocabulary repetition strategies to support English Learners. • Teacher uses Google Drive to store and update information on students. • Teacher reviews students' grades and test scores from the prior year to begin planning for the following year. • Teacher speaks with *all* of a student's teachers to determine how the student responds to tasks in the other classes. • Teacher uses recent assessment data to plan units/lessons.

ELEMENT 4: KNOWLEDGE OF INTERESTS AND CULTURAL HERITAGE

Definition	Reflection Questions
Children's backgrounds influence their learning.	• How have I partnered with families to build my understanding of students' interests and backgrounds, and how have I used this information? • How do my lesson plans include varied cultures, including, but not limited to, the cultural heritage of my own individual students?

Examples of Teaching Practice
• Teacher implements and analyzes student interest inventories. • A language arts teacher analyzes the text in advance of the lesson to scan for connections or gaps in student knowledge based on students' interests and cultural backgrounds so that she can build in and address gaps during the lesson. • Teacher plans to have diverse literature in the classroom library to represent the multiple heritages and cultures within the classroom. • Teacher plans to ask specific students to discuss their ancestry as part of their social studies unit studying South America. • Teacher calls the homes of all students in the first few weeks of school to learn more about families.

Domain 1: Planning and Preparation

ELEMENT 5: KNOWLEDGE OF STUDENTS' SPECIAL NEEDS AND APPROPRIATE ACCOMMODATIONS/MODIFICATIONS

Definition	Reflection Questions
Children do not all develop in a typical fashion, so teachers need to be aware of students' special needs and IEPs.	• How have I collaborated with relevant stakeholders, such as colleagues who teach the same students, special education teachers, counselors, and families to address learning needs of individual students?

Examples of Teaching Practice
• A teacher provides hard copies of the overhead projections for his student with a visual impairment. • Teacher reviews each student's IEP to determine diverse learning needs, learning goals, and accommodations/modifications required. • Teacher's unit/lesson plan reflects adapted assessment materials for several students with learning disabilities. • Teacher keeps a file folder/document that houses pertinent information from IEPs and 504s. • Teacher meets regularly with the case manager and students to customize unit/lesson plans based in IEPs. • Teacher utilizes web-based resources to develop and share behavior plans with the student and parents.

Selected Resources for Further Investigation

Find Component 1b Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-1b.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Selecting Learning Objectives • *Clarity of Objectives* • *Sequence and Alignment of Objectives* • *Balance of Objectives*	Learning objectives are not standards-based, are unclear, or are stated as activities rather than as student learning outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline.	Learning objectives are partially standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines.	Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines.	Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines.

1c

Component Overview

Teaching must be purposeful. All lessons and tasks should be designed and directed toward desired learning objectives. The creation of learning objectives is critical, as it is through this process that teachers identify exactly what students will be expected to learn. Learning objectives should not describe what students will *do*, but instead what they will *learn*. Additionally, learning objectives should reflect content area standards and should lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the objectives determine the instructional tasks, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

EVIDENCE

During the pre-observation conference, teachers can explain how objectives are appropriate for their students and how they fit within a sequence of learning – for the unit, semester, or school year – and incorporate a variety of different types of learning. When appropriate, teachers will also be able to describe the potential for coordination and integration of curriculum topics and skills. Learning objectives shall be based upon the Common Core State Standards, the standards being used in the content area, district curriculum guidelines, state Frameworks, content standards, and/or curricular outcomes in a discipline.

GUIDING QUESTION

How do you develop student learning objectives to meet the varying needs of your students?

1c

CONNECTING COMPONENTS

Component 1c is closely connected with Component 1d: Designing Coherent Instruction, Component 1e: Designing Student Assessment…and all of Domain 3. When planning, teachers select learning objectives (1c), then plan how they will assess the objective (1e), and then plan the unit/lesson accordingly (1d). Domain 3 captures how unit/lesson plans are carried out and tweaked to ensure students meet the learning objectives.

INSIGHTS FROM A CPS TEACHER

Regina Latimer-Lake
Higgins Community Academy

When selecting learning objectives, balance and cohesiveness are extremely important to me. So when I approach designing a unit or lesson, I try to make sure that there is complete alignment between the Common Core State Standards, assessments, tasks, data, the DesCartes* and the learning objective. To create balanced objectives I first look at the learning standard. I then unpack that standard to determine what skills and strategies my students need to know and understand to master the standard. Upon completion of that, I look at my students' data to determine if my students have or haven't mastered any of the unpacked standards. The next step is to write the objective and tie it to the DesCartes, assessment and/or tasks that the students will be engaged in. I finalize the objective once I'm sure that it is rooted in the standards, the skills and the tasks that the students will engage in to master the objective.

For me, the learning objective is everything because it gives the students (and observers!) insight as to where the lesson or learning path will go. I want my students and anyone visiting my classroom to fully understand what the kids should know and be able to do before, during and after we engage in the lesson. This is extremely important for my students because it holds them accountable for their own learning. In my classroom, the learning objectives posted on the board, on the PowerPoint, on their activity handout and on any and every assessment. Students discuss whether or not they are working within their learning groups to meet the demands of the learning tasks and/or goals of the lesson (i.e. meeting learning objectives). Finally, students reflect via written response or exit slip on whether or not they mastered the objective.

*DesCartes is an NWEA learning continuum resource. It is designed to help teachers translate the raw data from students' NWEA assessments into actionable plans for instruction, grouping and more.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how instructional outcomes are aligned with IEP goals.
- Consider how the objectives being addressed are reflective of breadth (given the many grade and instructional levels of the students served) and depth (to assess and ensure access to the standards).
- Consider the way in which grade-level standards are addressed, and how students access grade-level content (i.e. what is the thinking around decisions made for teaching grade-level content and/or instructional-level content?).
- Consider how appropriately developed and rigorous aim lines balance grade-level learning objectives with remediation of gaps in knowledge.
- Consider how the language demands implicit in academic standards, and how the learning objectives reflect appropriate WIDA Can-Do Descriptors in order to scaffold students' access to CCSS.
- Consider how learning objectives reflect intentional furthering of second language development in the context of academic learning.

Domain 1: Planning and Preparation

Element Details

ELEMENT 1: CLARITY OF OBJECTIVES

Definition	Reflection Questions
Standards-based learning objectives must refer to what students will *learn*, not what they will *do*. Objectives must also permit viable methods of assessment.	• Do the learning objectives clearly describe what a student will learn (versus what they will do)? • Which formal or informal assessments can I create in order to determine how well my students have mastered the objective?

Examples of Teaching Practice
• <u>Clear objective:</u> Students will describe the characters, setting, and events in a story using illustrations and details. (RI 1.7). <u>Unclear objective:</u> Students will write about what they see in the illustrations of a story. *Note: In the latter example, it is only clear that students are supposed to look at pictures and write about them. It is unclear what they are supposed to learn and therefore unclear how the teacher will assess whether or not students have mastered this objective.* • Students will plan, design and construct a device that demonstrates the effect air has on the descent of the device from a prescribed height. (Cause and effect: Mechanism and explanation) • In a science lab, the objective corresponds to the greatest understanding students achieve, not the outcome of the lab.

ELEMENT 2: SEQUENCE AND ALIGNMENT OF OBJECTIVES

Definition	Reflection Questions
Unit plans should be structured so that learning objectives follow a sequence that builds on students' prior understanding of important ideas.	• Have I ordered my objectives in a way that is coherent and builds on previous skills and learning? How do I know? • How can I order objectives in a way that sets students up for success in future learning?

Examples of Teaching Practice
• A lesson plan clearly indicates the concepts taught in the last few lessons and the teacher's plans for students to link the current learning objectives to those they previously learned. • Before students begin discussing a novel with their small group, the teacher addresses the social and emotional learning standard, "Demonstrate how to express understanding of those who hold different opinions." The class comes up with a list of phrases they can use to respectfully disagree and seek more information from their group members. • Lesson plans and an end-of-class exit slip align with the learning objective for the day. • In a world language class, the teacher focuses her lesson plans on students' ability to speak the new vocabulary and plans an oral assessment to measure growth. • The unit plan includes lesson objectives that show how each lesson contributes to better understanding of the unit's essential questions.

ELEMENT 3: BALANCE OF OBJECTIVES

1c

Definition	Reflection Questions
Standards-based objectives should reflect different types of learning such as knowledge, conceptual understanding, and thinking skills. This balance of objectives allows opportunities for coordination within and across disciplines.	• To what extent have I incorporated instructional objectives related to thinking skills, writing, and collaboration along with factual and procedural knowledge in my lesson or unit? • How have I structured learning objectives to coordinate across disciplines?

Examples of Teaching Practice

• Lesson plans, questioning, and assessments should include a range of lower and higher-order thinking skills. For example:
    o Use the graph to *identify* the most popular industries in the southern colonies.
    o Can you *infer* why those industries were common in that region?
    o *Compare* industries found in the northern and southern colonies.
• A drama teacher coordinates with the ELA teacher to plan for students to act out famous scenes from literature, based on research and evidence attained during ELA class.
• Lesson plans include resiliency skill building by having students plan their work and/or do multiple drafts of assignments.

Selected Resources for Further Investigation

FS   Find Component 1c Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to http://www.cps.edu/kc-1c.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Common Core* to access the Literacy, Math, Science and Social Science Content Frameworks. Also on the Knowledge Center, you'll find unit/lesson plans, resources, PD modules, and additional supports for implementing Common Core.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Content Areas* to find resources for Arts, Educational Tools & Technology, Early Childhood Education, Diverse Learners, Language and Cultural Education, Library Science, Literacy, Math, Physical Education, Science, Social Science, and STEM.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d: Designing Coherent Instruction *Design Incorporates:* • *Knowledge of Students and Their Needs* • *Learning Tasks* • *Materials and Resources* • *Instructional Grouping* • *Lesson and Unit Structure*	Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives.	Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives.	Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives.	Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.

Component Overview

Designing coherent instruction is the heart of planning. Effective planning reflects the teacher's knowledge of content and students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that teachers have a clear understanding of the state, district, and school expectations for student learning, as well as the skill to translate these expectations into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Teachers must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning tasks, incorporation of appropriate resources and materials, and intentional grouping of students. Proficient practice in this component recognizes that a well-designed instructional plan addresses the learning needs of various groups of students, as one size does not fit all. At the distinguished level, teachers plan instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then carried out in Domain 3: Instruction.

1d

EVIDENCE

The Common Core State Standards asks *all* teachers to incorporate literacy effective practices (including complex texts, as appropriate) into learning tasks. Teachers will be able to share their rationale for the texts and materials used in the unit during the pre-observation conference. Visit the CPS Knowledge Center (www.kc.cps.edu) for information about selecting complex texts. Teachers demonstrate the elements of this component in their unit and lesson plans, drawing together planning information that has been described in other components of Domain 1. Long-range planning for coherent instruction is demonstrated by unit plans encompassing several weeks. The length of a unit plan enables teachers to demonstrate their skills in organizing and sequencing learning tasks that utilize the Common Core State Standards or other content standards, as appropriate. These plans engage students by using a variety of materials and groupings appropriately and by allocating reasonable time. In addition, when teachers design instruction for an individual lesson, all the characteristics of long-range planning - purposeful tasks, appropriate materials, student grouping, and a coherent structure - are displayed, albeit on a smaller scale.

GUIDING QUESTIONS

How are tasks, assignments, and resources developed to emphasize thinking and "minds on" learning? How do you utilize your knowledge of students and resources to plan your lesson/unit? How do you permit student choice/initiative and encourage depth rather than breadth?

CONNECTING COMPONENTS

Component 1d ties together all the work in Domain 1; Charlotte Danielson calls 1d the Domain 1 "anchor component." It brings together the learning objectives (1c), the assessment that will tell you if students have shown growth or mastered those objectives (1e), the pedagogical choices you make (1a), and what you know about students (1b).

INSIGHTS FROM A CPS TEACHER

Andrea Anders
Chicago Vocational
Career Academy
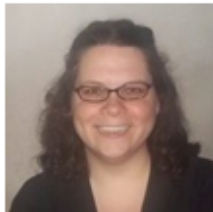
When designing instruction throughout the year, moving students academically is the target towards which I strive. I know that without engaging my students in interesting topics that challenge their thinking, the lessons will go through the students without catching hold or leaving a lasting impression. Therefore, it is my challenge every year to get to know my students and plan lessons specifically tailored to their interests, learning styles, and ability so that authentic learning takes place and an intrinsic love for learning and curiosity develops, creating lifelong learners.

I seek out resources to help me do this, from writing grants for high interests books and field trips to attending the free PD offered by the Chicago Shakespeare Theater to learn how to engage reluctant readers in challenging text. When thinking about formative assessments, I build in choice for students as to how they want to demonstrate mastery of a task – allowing them to incorporate art or movement, for example, to enrich their progress on meeting Common Core State Standards in Reading or Writing. I have to synthesize both my knowledge of students and content to determine when students should work independently, with a partner, or with a small group, and why it might be okay for some students to work together while others do not. I might let the class pick a topic for the week's close read and resulting socratic seminar, or maybe the students can't stop singing the latest hit, so I bring in a classroom appropriate version of the lyrics to critically analyze in both discussion and writing. I also frequently research topics or Framework components online at the Knowledge Center to get new insights and ideas from other fantastic CPS educators.

Most importantly, I understand that each child is an individual, and it is my responsibility as the teacher to plan thoughtfully and accordingly – expertly drawing on the appropriate content, in the appropriate order, that will encourage students to make progress and grow as learners.

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how students' learning styles and needs (e.g. information processing, learning style preference, adaptive skill development), as reflected in the IEP, are infused into the instructional program.
- Consider the differentiation of instruction for multiple grade/skill levels within the classroom setting, as necessary.
- Consider any additional supports that must be provided to students so they can access the content under study.
- Consider how the teacher uses students' cultural and linguistic resources as assets (i.e. Funds of Knowledge) and structures opportunities for students to use and share their culturally- or linguistically-based understandings, skills, and experiences with their peers as part of the course of instruction.
- Consider the way in which the tasks planned for the unit/lesson will allow students to meet the objectives and standards. Review which accommodations and/or modifications will be provided during the unit/lesson or in general.
- Consider how the design of culturally responsive curriculum. For example, whether tasks reflect both the cultural and linguistic backgrounds of the students as well as an understanding and appreciation of American culture and democratic ideals.
- Consider how the teacher of English learners incorporates books in multiple languages so that students can access suitable texts (e.g. audio books, books that promote the cultural and linguistic backgrounds of the students).
- Consider the texts that will be used during the unit/lesson, if applicable, and why they were selected (e.g. complexity, purpose).
- If applicable, consider the use of assistive technologies or augmentative communication devices within the environment and how they improve student learning.
- If applicable, consider the Integration of sensory materials for students who struggle with sensory integration and the link to student learning may be helpful.
- Consider the instructional environment and how the environment is used to support learning for students with various learner profiles.
- In Transitional Bilingual Education (TBE) programs, consider how instruction aligns to CCSS in both the native language and English and uses the native language to provide content-based instruction according to District-suggested time and language allocations. Teacher ensures materials are available in students' first language whenever possible, including glossaries, dictionaries and other resources.
- Consider how instructional materials and texts for English learners do not compromise rigor or cognitive complexity. Consider the use of sophisticated strategies and scaffolds to afford access to CCSS and to promote language acquisition for all students. Consider the selection of developmentally appropriate and qualitatively challenging texts when students' language proficiency levels prevent them from accessing quantitatively difficult texts.
- In Transitional Bilingual Education (TBE) programs, consider the use of high-quality and engaging native language materials when teaching in the native language.
- Consider how students' English Language Development (ELD) levels (as identified by composite and domain-specific ACCESS scores) are used to strategically and flexibly group students for various purposes, including differentiating and scaffolding instruction in order to develop: linguistic skills, the content required by the CCSS, as well as academic knowledge.
- For teachers who utilize a co-teaching model, consider which parts of the lesson include accommodations to meet the needs of students, in accordance with their IEPs and knowledge of students (Component 1b: Demonstrating Knowledge of Students).
- Consider the infusion of Universal Design for Learning principles (including accommodations for students' access and response to the presentation as well as curricular modifications aligned to appropriate instructional targets for students who require a significantly modified curriculum) may be apparent in the unit/lesson plan.
- Consider how paraprofessionals support students in the classroom and how they impact student learning. (This is also important in Component 2c: Managing Classroom Procedures.)
- Share thinking about decisions made regarding the pacing of the lesson and/or unit.
- Consider how unit/lesson pacing incorporates time for cross-linguistic transfer and builds meta-linguistic awareness (e.g. a mini-lesson on cognates) into CCSS lesson/unit plans so that these processes are facilitated intentionally.

CONNECTIONS TO COMMON CORE STATE STANDARDS

Since this component is all about instructional design, it's connected to all the Literacy Instructional Shifts and Standards for Mathematical Practice! Read about all of them below, and find more information by downloading the CPS Content Frameworks on the Knowledge Center (kc.cps.edu).

1d

- Literacy Instructional Shift 1: Regular practice with complex text and its academic vocabulary
  Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).
- Literacy Instructional Shift 2: Building knowledge through content-rich nonfiction and informational text
  The purpose of informational text is to "increase readers' knowledge of a subject, to help readers better understand a process, or to provide readers with enhanced comprehension of a concept" (CCSS-L, Appendix A, 2010, p. 23).
- Literacy Instructional Shift 3: Reading and writing grounded in evidence from the text
  This instructional shift is twofold: students first learn how to analyze, through close reading, a variety of texts; second, they learn how to construct arguments in which they cite textual evidence in support of their claims. "The Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness" (CCSS-L, Appendix A, p. 24).
- Standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.
  Students must be able to interpret what the question is asking and discern what information is relevant and what is superfluous. They must also develop the desire and technique to start ANY problem, the stamina to adjust course, as well as keep going when they encounter problems.
- Standards for Mathematical Practice 2: Reason abstractly and quantitatively
  This practice asks students to think about all of the symbols they use (numerals are symbols too – symbols that we have attached a quantitative meaning to). Students must be able to pull the symbols (numbers or variables or expressions) out of the problem's context; manipulate, calculate, combine etc. these symbols; then interpret the result and take it back into the context of the problem.
- Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others
  This practice asks students to share their rationale for the responses they give, and asks students to evaluate others' responses. This practice will serve students well in many realms outside of math.
- Standards for Mathematical Practice 4: Model with mathematics
  This practice is about using math to represent a situation and being able to explain how the parameters of that situation are reflected in a given model.
- Standards for Mathematical Practice 5: Use appropriate tools strategically
  Using appropriate tools strategically includes everything from brain power (mental math) to pencil and paper, to physical tools (rulers, protractors, compasses) to calculators and other "technology" (recognizing that pencils and paper were once very advanced technology). Tools can also be graphic organizers, charts, tables, graphs, manipulatives, etc.
- Standards for Mathematical Practice 6: Attend to precision
  This practice is much more about precision in language and communication than it is about accurate calculations. It is about sharing ideas using the most (developmentally appropriate) concise language and descriptions available.
- Standards for Mathematical Practice 7: Look for and make use of structure
  Structure in this case means how the number or expression or equation is built or composed.
- Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning
  This practice allows students to guess and check – AS LONG AS they follow it up by EXPRESSING the regularity. Guessing and checking with numerical values (if used within this practice) can lead to the development of an equation that can lead to the solution of a problem. This practice is also useful in making sense of the formulas we use by finding a pattern or relationship in numbers generated during an exploration of the topic.

Domain 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

1d

Element Details

ELEMENT 1: DESIGN INCORPORATES KNOWLEDGE OF STUDENTS AND STUDENT NEEDS

Definition	Reflection Questions
Knowing about child and adolescent development and the learning process, plus students' skills, knowledge, language proficiency, interests, cultural heritage, special needs and accommodations is a big undertaking but it's not enough! This knowledge must be *used* in the design of units/lessons in order to meet the needs of students.	• How have I used my knowledge of content and resources to design units and lessons? • How have I incorporated knowledge of the specific interests, backgrounds, and needs of my students into my unit and lesson design? • How do my learning tasks engage various groups of students and individuals?

Examples of Teaching Practice
• The unit plan includes; specific accommodations and modifications in each lesson plan for diverse learners, high-interest tasks and texts, extension and remediation activities, and lessons that appeal to multiple learning styles. • Teacher plans high-interest tasks, texts, extension, and remediation activities that appeal to all learning styles. • Teacher integrates interests reflected by student inventories into content. • Teacher includes visuals for new vocabulary to support English Learners.

ELEMENT 2: DESIGN INCORPORATES LEARNING TASKS

Definition	Reflection Questions
A complete unit/lesson plan includes a variety of identified content standards, a reference to embedded objectives, assessments, and assessments aligned to the standards being taught. Unit/lesson plans include variety of grade-level and/or developmentally appropriate tasks and texts. The unit/lesson plan includes anticipated misconceptions, pre-planned low- and high-level questions, and differentiation for diverse learners.	• How have I set my students up for success by aligning ordering objectives, assigning tasks, and accurately assessing students' learning? • How does each learning task (e.g. classroom tasks, homework) help my students to meet or exceed the lesson objective(s)? • How do my learning tasks address the needs of groups and/or individual students? • How do I differentiate tasks, processes, or outputs so that students at different levels can access the content? • How do I require my students to provide evidence of their reasoning as they engage in appropriately complex tasks?

Examples of Teaching Practice
• In the unit plan, the teacher identifies the standards being taught, aligns objectives to the standards, and develops high quality, rigorous learning tasks that engage students in thinking and reasoning, permitting them to acquire deep understanding of complex concepts. Finally, the assessment is tied to the objectives being taught. • While preparing for a political debate, students are required to write claims and evidence for their own side as well as their opponents' side. This helps them prepare for the debate and also supports the social emotional learning standard "Analyze similarities and differences between one's own and others' perspectives." • A math teacher plans for students to link current lesson objectives to standards they previously learned. • A PE teacher uses the Common Core reading standards to plan a unit on nutrition.

1d

ELEMENT 3: DESIGN INCORPORATES MATERIALS AND RESOURCES

Definition	Reflection Questions
Teachers utilize resources from a variety of places and select the sources that best align with learning objectives and engage students in learning. Unit/lesson design incorporates technology, for the purpose of enhancing the lesson, when possible.	• How do I incorporate grade-level appropriate texts and resources into my lessons and units? • Have I considered text complexity when selecting grade-appropriate text to ensure high cognitive demand? • Which forms of available technology are used to enhance students' learning?

Examples of Teaching Practice
• In History, students learn about the Bill of Rights by reading the source document, an at-level text resource, and an article about a recent Supreme Court case. • While completing their end-of-unit tasks, students have access to a wide variety of resources that are coded by reading level. • Teacher uses augmentative communication for students with speech and language disabilities. • Teacher integrates the Smart Board to engage students in an interactive vocabulary lesson. • In ELA, a teacher shares separate folders on Google Drive that contain differentiated grade-level texts. Students, grouped by reading ability, annotate the shared text collectively and respond to each other's comments.

ELEMENT 4: DESIGN INCORPORATES INTENTIONAL GROUPING

Definition	Reflection Questions
Planning incorporates intentionally organized groups to best support student learning for the content or task at hand.	• Which factors have I considered when determining how to group my students to best support their learning and mastery of objectives and standards? • To what extent have I permitted students to select their own groups, when appropriate?

Examples of Teaching Practice
• A language arts teacher employs flexible grouping during Guided Reading. Students are grouped and re-grouped based on their proficiency with the current learning objective. • Teacher plans for students to complete tasks in small groups and carefully selects group members base d on their ability level and learning style. • During a PE class, the teacher's goal is to get students moving as quickly as possible. The PE teacher's intentional grouping is to have students begin their task with the person closest to him/her. • Teacher groups students according to their language proficiency and reading comprehension levels, providing additional language support for English Learners. • Teacher responds to students' needs by changing groups on a schedule when needed. • Teachers allow students to flexibly group themselves, based on their interests and assessment of their own skills. For example, each group needs an artist, a writer, a taskmaster, and a presenter. • Teacher analyzes students' strengths and creates heterogeneous groups so that all students learn something from each other during the group task.

Domain 1: Planning and Preparation

ELEMENT 5: DESIGN INCORPORATES LESSON AND UNIT STRUCTURE

Definition	Reflection Questions
Teachers produce clear and sequenced lesson and unit structures to advance student learning.	• How have I sequenced my lessons and units to create a clear structure that builds off prior knowledge and supports students' future learning? • How do I incorporate student choice into the lesson?
Examples of Teaching Practice	

- A teacher assigns a science project that will take two weeks. He spends time up-front teaching students how to plan their project and organize their work time, and shows them the self and group evaluation form to rate their participation, which they will use after the project is finished. This aligns with the social and emotional learning standard, "Plan, implement, and evaluate participation in a group project."
- At the beginning of a unit, the teacher includes a model of a completed task for students to review, and then breaks down each skill and how they will learn each skill to complete the task.

Selected Resources for Further Investigation

Find Component 1d Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-1d.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Common Core* to access the Literacy, Math, Science and Social Science Content Frameworks. Also on the Knowledge Center, you'll find unit/lesson plans, resources, PD modules, and additional supports for implementing Common Core.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Content Areas* to find resources for Arts, Educational Tools & Technology, Diverse Learners, Language and Cultural Education, Library Science, Literacy, Math, Physical Education, Science, Social Science, and STEM.

Domain 1: Planning and Preparation

Component 1e: Designing Student Assessment

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Student Assessment • *Congruence with Standards-Based Learning Objectives* • *Levels of Performance and Standards* • *Design of Formative Assessments* • *Use for Planning*	The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.	The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole.	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson. Assessment methodologies have been designed or adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student.

Component Overview

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended objectives. These assessments must be designed to provide evidence of the full range of learning objectives; that is, different methods are needed to assess reasoning skills than factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an English learner, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process, and modifying or adapting instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward the understanding the learning objectives.

EVIDENCE

During the pre-observation conference, teachers should share their plans for assessing whether students have made progress toward meeting, or have met, the unit/lesson objectives. These plans should include formal and informal checks for understanding and also how teachers have planned to adjust the lesson pace or learning tasks based on student responses. Teachers demonstrate their skill in designing student assessments congruent with the Common Core State Standards or other content standards, as appropriate, through the unit/lesson plans they create. With respect to assessment *of* learning, a unit plan should include the method to be used to assess student understanding, including, if appropriate, a scoring guide or rubric for evaluating student responses. When teachers also include assessment *for* learning in their plan, then the details of such assessment should be how they intend to use assessment of learning in their instruction, and how they plan to include students in assessment activities. Unit and lesson plans should have both formative and summative assessments included, ensuring that both the students and teachers can accurately describe mastery of the objectives.

GUIDING QUESTION

How do you determine appropriate assessments, both formative and summative, and how do you use their results to plan for future instruction?

CONNECTING COMPONENTS

Component 1e closely connects with Component 1c: Selecting Learning Objectives and Component 3d: Using Assessment in Instruction. Assessments should measure student progress toward and mastery of the objectives. Component 3d is a direct result of the planning that is seen with Component 1e; that is, throughout every lesson, every day, teachers should formatively assess how the students are grasping the skills or content under study.

INSIGHTS FROM A CPS TEACHER

1e

Megan Quinn
Solomon Elementary School

As a special education teacher and reading specialist, I work with students with diverse learning needs from Kindergarten through 5th grades. I work with students in several different settings including a separate resource classroom, small instructional reading groups, and within the general education classroom. I have to assess my student's understanding of concepts taught in "the moment" as well as after a given unit.

First, I think it is important to define formative and summative assessment. Formative assessment is used to monitor student learning and provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to, to explain their thinking, draw a concept map to represent their understanding of a topic, or to "teach" the other students the new concept to demonstrate their understanding. Summative assessment evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: midterm exams, a final project, a term paper or a standardized, state exam. Information from summative assessments can be used formatively when students or faculty use it to guide their instructional design in subsequent units.

I refer to formative assessment as "taking the pulse" of my students. It may look like simply checking in and asking, "What are you thinking right now?" or asking a student to "play teacher" and explain the concepts being taught to the rest of the class. I may pull a popsicle stick with a student's name on it from a cup and ask him/her to answer a question. Students' responses to my formative assessments inform my teaching around Component 3e: Demonstrating Flexibility and Responsiveness. Based on what I learn from the formative assessments, I adjust my instruction to address my students' misunderstandings and accommodate their individual needs.

I also use data from summative assessments to create and drive instruction. For example, in my reading class, students demonstrate deep understanding of literature that we've read by choosing from a teacher-created menu of end-of-unit projects. Grade-level teams of teachers also use data from the NWEA MAP tests to look closely at each student's scores, identify areas of need, and then separate them into groups, based on their scores. We then provide each group with the instruction needed to increase their skills in a given area. We also set aside 30 minutes per day for these groups to move to an assigned teacher to remediate the deficits.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how student IEPs to add clarity on how unit/lesson objectives align to the Common Core State Standards or other content area standards.
- Consider how planned assessment(s) will measure standards-based learning objectives beyond IEP goal attainment.
- Consider how assessments are aligned to individual student learner profiles, IEPs (including goals and benchmarks), accommodations and, in some instances, curricular modifications.
- Consider how assessment design reflects a significantly modified curriculum aligned to the Common Core State Standards or other subject area standards.
- Consider the integration of multiple pathways for students to demonstrate mastery of a particular skill, respond to classroom discussions, engage in collaborative exchanges, etc.

Domain 1: Planning and Preparation

Element Details

ELEMENT 1: CONGRUENCE WITH STANDARDS-BASED LEARNING OBJECTIVES

Definition	Reflection Questions
Assessments must match learning objectives, and should be adapted for groups or individual students, as needed.	• How can I ensure that my assessment methodologies are suitable for the learning objectives for the unit or lesson? • How have I adapted my assessments and/or methods of assessment to meet the needs of groups of students and/or individuals?
Examples of Teaching Practice	

- To assess student mastery of CCSSM (7.EE.4) "Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities", a student cannot simply solve an equation or inequality; they must also create that equation or inequality.
    - For example: A local department store offers two installment plans for buying a $324 skateboard. Plan 1: A fixed weekly payment of $10.80; Plan 2: a $120 initial payment plus $6.00 each week
    - For each plan, how much money is owed after 12 weeks?
    - Which plan requires the least number of weeks to pay for the skateboard? Explain.
    - Write an equation to represent each plan. Explain what information the variables and numbers represent.
- In math class, students must create equations to demonstrate standards mastery instead of simply solving a problem.
- In a class with English Learners, teacher designs opportunities for students to demonstrate concept mastery which do not involve writing.
- An art teacher uses the Common Core State Standards for Speaking and Listening while planning a presentation project.

ELEMENT 2: LEVELS OF PERFORMANCE AND STANDARDS

Definition	Reflection Questions
Criteria and standards for assessment have been clearly defined prior to assignment of the task, and students are aware of these criteria.	• How have I identified, clarified, and communicated the different levels of performance as measured by assessment? • What strategies do I use to elicit student participation in defining assessment criteria, including levels of performance and standards?
Examples of Teaching Practice	

- The rubric for a persuasive writing assignment is shared with students before they begin the writing process. Students use the rubric to evaluate teacher-created writing samples to assess their understanding of the rubric components. During drafting, rubrics are attached to student work so students can self-assess, review other students' work, and teachers can provide feedback aligned to the rubric itself.
- In a science class, sample projects associated with each grade are shared with students as part of a layered curriculum.
- The teacher posts rubrics for each project on the wall, so that students can monitor their project as they work.
- Students practice using a rubric to assess sample work before beginning a project.
- A PE teacher uses rubrics for skills being taught and shares the rubric with students so that they are aware of the performance expectations. Grades are based on meeting instructional objectives and not assigned purely on dress, participation, effort, and attitude.

ELEMENT 3: DESIGN OF FORMATIVE ASSESSMENTS

Definition	Reflection Questions
Assessments for learning must be planned as part of the instructional process.	• How have I identified key times in lessons and units to use formative assessments to monitor student learning? • Have I designed the formative assessments so that they are a strong measure of student learning and/or growth? How do I know?

Examples of Teaching Practice
• A math teacher conducts checks for understanding during a lesson by walking around the room and observing students working in groups with manipulatives to find the area of a square. At the end of the lesson, the teacher gives students a quick exit slip with a few sample problems to determine their mastery of the concept. • Teacher conducts a check for understanding with whiteboards to assess students' understanding before releasing students for independent practice time. • Teacher conducts an oral "multiple choice" check for understanding, where students hold up fingers to correspond with what they think is a correct answer. • A physics teacher has students perform daily evaluations on their lab partner's effort, content knowledge, focus, and teamwork.

ELEMENT 4: USE FOR PLANNING

Definition	Reflection Questions
Results of assessments guide changes in the current lesson and future planning.	• How do I use previous assessment results to inform my planning and design of future units and lessons? • To what degree does the assessment information I have sufficiently enable me to plan for groups of students and individuals? • How does the language proficiency of my students present challenges in using assessment information for planning? How can I overcome this, if needed?

Examples of Teaching Practice
• Based on the exit slip responses, the teacher adjusts the lesson plan for the next class period. The teacher conducts a review of area by having students calculate the area of squares on white boards and holding them up to check for understanding before introducing the concept of volume. • A Spanish teacher gives a diagnostic assessment to identify cognates that students already recognize. • After 50% of the class fails a Chemistry exam, the teacher plans to readdress the two major objectives that students did not meet. • Teacher revises groups based on the answer to an in-class quiz question. • The teacher uses NWEA data to plan the literacy centers for the next week, to make sure that students' skills are learned and/or reinforced.

Selected Resources for Further Investigation

Find Component 1e Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-1e.

Visit the CPS Knowledge Center (kc.cps.edu) and click on *Common Core* to access the Literacy, Math, Science and Social Science Content Frameworks. Also on the Knowledge Center, you'll find unit/lesson plans that include suggested assessments, resources, PD modules, and additional supports for implementing Common Core.

Domain 2: The Classroom Environment

Domain 2: The Classroom Environment

The classroom environment is a critical aspect of a teacher's ability to promote learning. Students can't concentrate on the academic content if they do not feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Therefore, although Domain 2 does not deal with instructional skills, its components make the teacher's exercise of instructional skills possible.

COMPONENTS AND ELEMENTS OF DOMAIN 2: THE CLASSROOM ENVIRONMENT

Domain 2 consists of the four components and associated elements listed below. Each component and element is explained in further detail in this chapter.

2a. Creating an Environment of Respect and Rapport

- Teacher Interaction with Students
- Student Interaction with Other Students

2b. Establishing a Culture for Learning

- Importance of Learning
- Expectations for Learning
- Student Persistence
- Student Ownership of Learning

2c. Managing Classroom Procedures

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Classroom Routines
- Direction of Volunteers and Paraprofessionals

2d. Managing Student Behavior

- Expectations and Norms
- Monitoring of Student Behavior
- Fostering Positive Student Behavior
- Response to Student Behavior

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport • *Teacher Interactions with Students* • *Student Interactions with Other Students*	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically.	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

2a

Component Overview

Teachers create an environment of respect and rapport in their classrooms through the way they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are motivated to treat one another. Research confirms that students tend to work more persistently in classes with higher rates of positive student-teacher interactions, and patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and motivated to learn.

EVIDENCE

Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. A teacher can demonstrate respect for students through a positive and enthusiastic tone or by demonstrating knowledge of a student's life and interests when interacting with him or her. Observing cooperative grouping will provide strong evidence for student-to-student interactions, but so will smaller moments, such as student behavior while another student is presenting or answering a question. Evidence could also include how the teacher responds (or does not respond to) students who have their hand raised. Respect and rapport between the teacher and students can be shown by how the teacher attempts to provide non-contingent attention to *all* students. Non-contingent attention includes the personal interactions a teacher has with students that aren't related to students' positive or negative behavior. For example, a teacher can interact positively with all students by greeting them, conversing with them casually, showing interest in students' interests, inviting students to ask for help, and asking questions to get to know students better. The classroom environment can also contain indicators of an emphasis on teamwork and respect, or student recognition and celebration.

Occasionally, interactions with a student, or student-to-student interactions with one another, may require additional explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in the post-observation conference.

GUIDING QUESTION

How do you create an environment of respect and rapport? How do you ensure that interactions within the classroom are respectful?

CONNECTING COMPONENTS

Component 2a connects closely with Component 2d: Managing Student Behavior, Component 3b: Using Questioning and Discussion Techniques, and Component 3c: Engaging Students in Learning. Students need to be sure that their contributions to the class, both emotionally and academically, will be heard and responded to respectfully so that they feel safe taking risks. This is especially important during discussions (3b), working in groups (3c), and digging into the learning itself (3c).

INSIGHTS FROM A CPS TEACHER

**Shelli Shadday
Bateman Elementary
School**

In order to succeed in school, students need to feel safe - both academically and socially. This safety is built from the relationships that we foster with our students and among our students. In my classroom, it is extremely important to me that each student feels a sense of belonging and acceptance. I spend a lot of time at the beginning of the year creating this environment of respect and rapport and re-teaching the expectations throughout the year. Respect and rapport is built through the words that we use as well as the tone and body language we use in that exchange.

Academically, we need to think about how students learn and how we react to a student who struggles. When I see a student or students struggling during independent practice or partner work, I will squat down so I am at the same level as their desk and quietly invite them to the back table where I can guide them with extra support. The key is that this is an invitation. Most often the students are grateful for the extra help, but sometimes they deny my invitation. In that case, I give them a choice. For instance, "You can work with me, or is there someone else you would like to work with who you think will help you better understand?" Giving students choice says "I respect that you will make the right decision for you." It also builds rapport by letting the student know that I trust him or her.

I often encourage my students to work together in groups. This can be a challenging time for students due to personality conflicts, lack of exposure to respectful language, or other outside factors. In order to ensure successful collaboration, I teach students sentence stems for respectful interactions. We then create an anchor chart and hang it up as a reference all year long. Some of the sentence stems include:

- *Why don't you go first?*
- *I heard you say . . .*
- *I see it another way . . .*
- *I disagree. Can you please tell me how you got your answer?*
- *I agree and I would like to add . . .*
- *When you are finished, may I please use _____?*

Many of our students face challenges outside of school. Thus, I work hard to respect my students' social and emotional needs in order to create a personal connection. One way I do this is to never assume the worst. If I see inappropriate behaviors, I always seek to understand the situation first. For example, I had a student who came in late and then put his head on his desk. Instead of assuming he was up all night playing video games, I asked him to step into the hallway for a moment. In a gentle tone, I asked "Is everything ok?" In place of the anticipated, "Yea," he responded that his brother had been arrested that morning. If I had simply yelled at him, he would not have felt safe to share that with me nor would he had felt comfortable sharing if I had asked in front of the whole class. This student could tell by my tone, my words, and my actions that I respected him and, in turn, we continued to build rapport.

It is important to me to model the behaviors and interactions I expect from my students. The more respect and rapport we build with students, the more they will use their skills even when they are away from my classroom.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider the expectation for respect and collaboration among peers across linguistic (and sometimes social) divides. For example, the teacher expects general education students to demonstrate support and respect for English learners; students with far more advanced English language proficiency may initiate opportunities to help their less proficient peers.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Element Details

ELEMENT 1: TEACHER INTERACTIONS WITH STUDENTS

Definition	Reflection Questions
Teachers' interactions with students set the tone for the classroom. Teachers regularly provide *all* students with non-contingent attention. Through their interactions, teachers convey that they are interested in and care about their students.	• How can I show that I am interested in and respect my students? • To what extent are my interactions with students a function of their cultural backgrounds? Gender? Cognitive abilities? How do these factors influence respect and rapport in my classroom?

Examples of Teaching Practice

- Teacher says, "Good morning!" to students as they enter the classroom.
- Teacher calls students by their names.
- Teacher asks students about their interests/life outside of school. "Is your grandma feeling better?" "How did the basketball team do last night?"
- Teacher and students say "please," "thank you," and "excuse me" OR the teacher prompts students to say "please," "thank you," and "excuse me."
- In preschool, the teacher talks to students at their eye level.
- In a special education classroom, the teacher responds to any and all attempts at communication (except during planned ignoring). Students direct their attention (even through eye gaze) toward the speaker.
- The teacher says, "You seem to be having a bad day. How about you take a few minutes to relax and then get ready to get back to work?"
- A teacher with students who come from families where women wear the hijab, the Muslim headscarf, might post a book cover such as *The Librarian of Basra* or *The Green Apple* that reflects the culture of his/her students. The teacher references the poster during the lesson respectfully.

ELEMENT 2: STUDENT INTERACTIONS WITH OTHER STUDENTS

Definition	Reflection Questions
Positive interactions among students create productive and supportive classroom environments that stimulate student learning. Teachers create a positive classroom climate by establishing and teaching expectations for students' interactions with each other, and by reinforcing respectful interactions among students.	• How have I taught students to treat each other with respect? • In what ways do the respectful or disrespectful interactions in my classroom impact students emotionally? • What strategies can I use with my students so that they will develop rapport with other students, so that they can support each other academically? • What are some examples of ways that students can demonstrate respect for each other?

Examples of Teaching Practice

- Students say "Shhh" to classmates who are talking while another student is speaking.
- Students clap sincerely and enthusiastically for one another's presentations.
- Students help and accept help from one another.
- A student responds to another student during a discussion and says, "I understand where you're coming from, but I disagree with you because…"
- A student shares a pen with another student because he forgot his at home.
- Students take turns with materials during a group project, saying things like, "May I use that when you're done?"
- Students participate in individual/group critiques that provide constructive and substantive feedback.
- Teacher regards students as artists with individual and unique perspectives and artistic visions.

Selected Resources for Further Investigation

Find Component 2a Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to http://www.cps.edu/kc-2a.

2a

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning • *Importance of Learning* • *Expectations for Learning* • *Student Persistence* • *Student Ownership of Learning*	The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.	The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.	The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.	The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.

2b

Component Overview

"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teachers. It describes the norms that govern the interactions among individuals about the tasks and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom with a strong culture for learning is characterized by high cognitive energy, by a sense that what is happening is important, and by the value that it is essential to get things right. There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work.

EVIDENCE

A culture for learning is captured from interactions in the classroom, the look of the classroom, and the use of the materials found within. The teacher and students are using, or referring to, posters, anchor charts or other artifacts that line the walls of the classroom. The teacher's learning objectives and tasks, as described in their planning documents, also demonstrate high learning expectations for all students. Conversations with students reveal that they value learning and hard work.

GUIDING QUESTION

How do teachers develop a culture of high expectations for learning that promotes and results in high levels of student effort?

CONNECTING COMPONENTS

Component 2b is tightly linked with Component 3c: Engaging Students in Learning. Component 2b articulates the importance of student persistence, and highlights the teacher's responsibility to set high expectations for learning, to encourage students to work hard, and to build student ownership for learning. Students need to create this culture in their classroom in order to successfully engage in focused, purposeful, and rigorous tasks (Component 3c).

INSIGHTS FROM A CPS TEACHER

Rita Leary
Hampton School

In my departmental classroom, creating a culture of learners is critical to everyone experiencing success on his/her learning path. Our culture reflects the importance of learning and the expectations that we hold for each other while we are in this room together. In my classroom, you will see students discussing (even arguing) the virtues of different pieces of work before choosing one for display on our classroom's "Wall of Fame." Mistakes in my classroom are known as springboards for learning. Student mistakes are valuable to me as a teacher; why would I teach something students already know? When it is working, a strong classroom culture allows for the students to assume more and more control over the setting and their learning.

From day one, my students and I establish the culture together so that each student is invested in a learning environment where everyone can be challenged yet successful. We do this by sharing quotes and affirmations that inspire us to work hard, defining mistakes as springboards for learning, and holding each other accountable for maintaining the standards we have set.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider students' current levels of independent functioning, including the ability to stay on task and persevere through frustration.
- Consider how the teacher's instructional decisions communicate his/her belief that, with appropriate support, all students – ELLs or otherwise – can engage in rigorous learning and achieve at high levels.
- Consider how students are encouraged to initiate topics and questions for exploration in the classroom. Consider whether the range of inquiry is inclusive of student interests and aptitudes, accommodates varying levels of English proficiency, and is sensitive to a variety of academic strengths and needs.
- Consider how students demonstrate deference for their peers' cultures and may initiate explorations to learn more about traditions, cultures, and linguistic practices.

CONNECTIONS TO COMMON CORE STATE STANDARDS

- Literacy Instructional Shift 1: Regular practice with complex text and its academic vocabulary
  Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).
- Standards for Mathematical Practice1: Make sense of problems and persevere in solving them.
  Students must be able to interpret what the question is asking and discern what information is relevant and what is superfluous. They must also develop the desire and technique to start ANY problem, the stamina to adjust course, as well as keep going when they encounter problems.

Domain 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

Element Details

ELEMENT 1: IMPORTANCE OF LEARNING

Definition	Reflection Questions
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning. Students are invested in learning for its own end, and not simply because learning tasks are tied to extrinsic rewards.	• How do I cultivate a shared belief in the importance of learning? • What strategies do I use to reinforce and cultivate student curiosity? • How do I make learning objectives relevant to students, and how can I inspire students to stay committed to their goals?
Examples of Teaching Practice	

- Learning objectives are tied to larger goals: "Great readers don't just read for understanding, but they read to challenge the author's thinking and point of view. Today we are going to begin to learn how to analyze the story, not simply read it."
- In the classroom, a student convinces another student to focus and pay attention by stating, "This will help us prepare for 5th grade," rather than, "I don't want our table to get in trouble."
- The PE teacher communicates the importance of learning the skill(s) and concepts of the lesson: "It is important to learn how to dribble the ball correctly; with the right amount of force you won't lose control of the ball."
- The teacher explains the value of what students are learning, including the rationale for its importance in everyday life and the consequences (both immediate and long-term) of "slacking off."
- The teacher says, "Paraphrasing is a skill that you'll use all the way through college and beyond, so it's important that you learn it now!"
- The teacher says to a student who appears to have given up on a task, "It's okay if you don't know, but it's not okay if you don't try."
- Teacher shares images and recordings of works by professional artists and performers, specifically related to current instruction in the classroom.

ELEMENT 2: EXPECTATIONS FOR LEARNING

Definition	Reflection Questions
Teachers hold high expectations for students, using, at a minimum, grade-appropriate standards for the students. Teachers recognize that when expectations for learning are high, students rise to meet the challenges.	• Do I set high expectations according to grade-appropriate student learning standards? How do I know? • How do I differentiate expectations for students so that all students are pushed, not only to meet but exceed personal learning goals? • How do I recognize high levels of student achievement in my class? To what extent do all students receive such recognition?
Examples of Teaching Practice	

- In a high school Spanish class, students are expected to speak exclusively in Spanish. The teacher creates an environment where mistakes are accepted and openly discussed to ensure everyone learns from them. Students are encouraged to use the Spanish they know to ask questions about vocabulary they do not know.
- The teacher pushes students to achieve challenging goals, such as "I know you can do this!" or "This might seem hard at first, but I wouldn't ask you to learn it if I didn't know you could do it!"
- In a 3rd grade science classroom, the teacher says, "Today we are going to see what you know already about sound and investigate how sound travels through the air in waves."
- "I expect you to write down your thinking as you read this article." 22 of 24 students are reading independently and annotating the article.
- In a special education classroom, a student says "More books" to the teacher. The teacher holds up a template for sentence construction and says, "Can you try again, please?"

2b

ELEMENT 3: STUDENT PERSISTENCE

Definition	Reflection Questions
In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it through work hard. Students continue working even when a task requires a lot of effort, taking initiative to improve their work.	• How do I encourage student resilience and hard work? • How do I ensure that students feel safe to share misunderstandings and struggles?
Examples of Teaching Practice	
- Students ask the teacher to revise a piece of work now that they see how it can be strengthened after reviewing the rubric. - When students struggle during a math lesson, the teacher points to and reviews an anchor chart on problem-solving steps during a math lesson. - The teacher says, "Please start work on the Do Now question that is on the board." All students begin work on the Do Now. - A student says to another student, "Let's get back on task because I want to make sure I know how to do this. I want to become a better reader." - Students in an art class encourage each other to add details and make improvements as they critique each other's work. - Teacher's feedback includes suggestions for further improvement, and student resubmits an improved task. (This is also evidence for Component 3d.) - Teacher sets up a procedure for improving tasks. After receiving corrected work, students follow this procedure for improving tasks based on feedback even if it does not impact the task's grade. (This is also evidence for Component 2c).	

ELEMENT 4: STUDENT OWNERSHIP OF LEARNING

Definition	Reflection Questions
When students are convinced of their capabilities, they are willing to devote energy to the task at hand and take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.	• How do I see my students take pride in their work? How have I encouraged this attitude? • How do my students take ownership of their work? Why is this important?
Examples of Teaching Practice	
- Students self-select their topics for a research project based on their interests. - Three students are observed looking at a poster on choosing a "just right" book for themselves in the classroom library. - In a preschool class, the teacher watches students build block towers during work/playtime, and when the tower falls, says, "Can you think of another way to build it on your own or with a friend?" - A student tells the teacher, "I couldn't do this at first, but I kept working and now I learned it." - As a teacher returns graded work while students are completing a task, a student selects an essay to be displayed as her "hallmark of learning" for the unit. - Teacher says, "I'm really impressed with the way you approached this project. You're learning for the sake of learning, not just for a good grade."	

Selected Resources and Artifacts for Further Investigation

Find Component 2b Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-2b.

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures • *Management of Instructional Groups* • *Management of Transitions* • *Management of Materials and Supplies* • *Performance of Classroom Routines* • *Direction of Volunteers and Paraprofessionals*	Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties.	Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time.	Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning.	Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community.

Component Overview

A well-functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are effective instructional groups, efficient non-instructional tasks, and skillful management of transitions between tasks, materials, and supplies in order to maintain momentum and maximize instructional time. Once efficient routines have been established and students have learned to execute them, it may be appear that the class "runs itself" to an outside observer.

EVIDENCE

During observations, evidence can be found by measuring "time on task." Indicators also exist within the classroom environment; posting procedures and setting up the physical classroom and materials in an organized way to promote efficiency. If asked, students would be able to describe the classroom procedures. If a teacher has an aide/volunteer/paraprofessional in their classroom, the observer should collect evidence of how the teacher being observed utilizes that person. Evidence should demonstrate the teacher's skill in engaging volunteers/paraprofessionals with clear duties and in supporting their work with students.

Teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance during pre- or post-observation conferences.

GUIDING QUESTION

How do you establish and promote classroom routines and procedures that maximize time for student learning?

CONNECTING COMPONENTS

Component 2c is a close cousin to Component 3c: Engaging Students in Learning for a couple of reasons. First, students' understanding and execution of routines like passing in homework or distributing materials leaves much more time for teaching and learning. Second, Components 2c and 3c both articulate expectations about grouping. Component 2c is about *how* the students transition into groups, while Component 3c articulates *what* the students are doing in groups and *why* they were put into those groups.

INSIGHTS FROM A CPS TEACHER

Heidi Stirling
Solomon Elementary
School

2c

As a music teacher, I see nearly two hundred students per day . My largest teaching load was when I was teaching part-time at two schools and instructing over nine-hundred children every week! Needless to say, I quickly learned the importance of organization and making students responsible for managing as much of the classroom procedures as I could, simply because it was impossible for me to do it all myself.

A well-organized classroom that can practically run itself is achieved with planning, practice, and feedback. One of the advantages I have as a "specials teacher" is that students return to my classroom every year so many begin the year already familiar with expectations for classroom rules and procedures. Restroom use, performance checks, assignment turn-in, as well as general classroom standards for cooperation and work standards are no surprise to them.

In my classroom, routines include set-up of materials and supplies such as instruments, music stands, sheet music (scaffolded by groupings), student binders, and a myriad of other items. Students rotate as student aids to assist as Time Keepers (to cue the daily Lesson Launcher while I take attendance and cue transitions), Tutors (who demonstrate mastery and therefore are asked to provide one-on-one help to other students), Stage Hands (to assist with moving chairs, music, stands and classroom set-up/clean-up), and Music Librarians (who distribute and collect sheet music and/or any other papers or books).

When planning for the above, particularly when I use grouping, I also remember psychological and developmental levels of my students (Component 1b) and confer with the classroom teachers about specific needs and concerns. Paraprofessionals are a tremendous resource as they witness students in many settings across the school and they often provide very valuable information in helping me to learn more about individual student's needs (and not only about the students with IEPs to whom they are assigned!).

Getting to know your students (Component 1b) and establishing an environment of respect and rapport (Component 2a) go hand-in-hand with Component 2c. As students understand and comply with classroom rules and procedures, they will take ownership and help you maintain order in the classroom!

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider students' levels of functioning and their need for guidance and prompting through routines (e.g. some students require daily reminders to follow routines).
- Consider how individual students' needs may dictate management/pace of transitions (e.g. additional time may be required for transition from one task or activity to the next or additional time may be needed to complete assigned tasks).
- Consider how the paraprofessional's role in articulated in lesson/unit plans to ensure the paraprofessional has clearly defined duties that support instruction (data collection, supporting engagement with tasks, etc.).

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Element Details

ELEMENT 1: MANAGEMENT OF INSTRUCTIONAL GROUPS

Definition	Reflection Questions
Teachers help students to develop the skills to work purposefully and cooperatively in groups with decreasing supervision from the teacher. Once expectations and skills are established specific to group work, groups should be able to function independently with little teacher guidance.	• How do I assign roles for students working in small groups? • What strategies can I use to teach students how to work productively in small groups, even when I am otherwise occupied? • How do students know whether they're meeting expectations for working productively? Can I create a rubric, checklist, or some other method for them to ensure all members of the group know their responsibilities? • How can I engage students in monitoring their own small-group work?

Examples of Teaching Practice
• During small group work, each student has a role. • The group leader says, "Shermaine, you're the timekeeper today. That means that you give each of us one minute to talk and then give us the thumbs up sign to switch off." • In performance-based classes, students lead warm-up routines without a teacher's prompting. • When several groups do not complete their work, the teacher helps students schedule a time to follow up. (This is also evidence for Component 3e.)

ELEMENT 2: MANAGEMENT OF TRANSITIONS

Definition	Reflection Questions
Many lessons engage students in different types of activities – large group, small group, independent work. Little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.	• What are the main transitions my students have to make on a daily basis? How have I created and taught procedures for accomplishing each transition? • Which transitions prove especially challenging? How do I work to avoid those issues? • To what extent have I taught my students how to transition from one task to another, encouraged them practice the routines, and then provided feedback?

Examples of Teaching Practice
• The transition from the rug to centers takes 2 minutes and 45 seconds. • The teacher says, "1, 2, 3, all eyes on me." Students reply, "1, 2, 3, eyes on you!" • The teacher flickers the lights, and the student lab station leaders take all materials to the sink while other students return to their seats and complete their exit slip in less than five minutes. • The teacher adheres to the number of transitions appropriate for students based on their IEPs. • Teacher verbally states or models expectations for upcoming transitions or tasks by explaining what students should, rather than should not, do.

2c

ELEMENT 3: MANAGEMENT OF MATERIALS AND SUPPLIES

Definition	Reflection Questions
Experienced teachers have all necessary materials on hand and have taught students to implement routines for distribution and collection of materials with minimal disruption to the flow of instruction.	• What procedures can I teach my students so that they can assume responsibility for materials and supplies? Why is this important?

Examples of Teaching Practice
• Four student table captains pass out notebooks from bins to their tablemates. • One student sharpens pencils from a cup labeled "please sharpen," placing them in a cup labeled "sharp pencils." • A student says, "It's the red group job to collect papers. It's your turn to do the blue group job." • A student says, "I need a new book log." Another student says, "Here I can show you where it is and how to do it." • The teacher anticipates students' excitement about using math manipulatives and references a poster that reminds students to wait for instructions before distributing the materials.

ELEMENT 4: PERFORMANCE OF CLASSROOM ROUTINES

Definition	Reflection Questions
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.	• Audit your own performance of non-instructional tasks. How efficient are they? How could they be further streamlined? • What non-instructional duties could be assigned to students? Why would doing so be connected to their learning?

Examples of Teaching Practice
• Students move their own clips to the attendance bulletin board as they enter the classroom. • Maniya, a 4-year-old, announces the names of her peers to come up and select their helping job for the week. • All students pick up folders marked "take home" and "bring back to school" from the mailbox. • Without prompting, students who were absent the prior day go to the "absent bin" to gather tasks that need to be completed. • Students walk into the classroom quietly and pull out their "Do Now" notebook to complete the task on the board while the teacher takes attendance.

ELEMENT 5: DIRECTION OF VOLUNTEERS AND PARAPROFESSIONALS

Definition	Reflection Questions
It is a teacher's responsibility to ensure that volunteers or paraprofessionals understand their duties and also to support them in gaining necessary skills to carry out their duties.	• Do I regularly have volunteers and paraprofessionals in my classroom? If so, what are their instructional duties? If not, how can I recruit volunteers? • What strategies can I use to make the most of volunteers and paraprofessionals?

Examples of Teaching Practice
• The teacher has the parent volunteer read aloud to three students on the rug. • The teacher asks the TA to pass out scissors and glue for the activity. • The teacher creates a schedule for volunteers that explains who they will work with, what they will work on, and where they will work.

Selected Resources for Further Investigation

Find Component 2c Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to http://www.cps.edu/kc-2c.

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior • *Expectations and Norms* • *Monitoring of Student Behavior* • *Fostering Positive Student Behavior* • *Response to Student Behavior*	Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.	Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.

2d

Component Overview

In order for students to engage deeply with content, the classroom environment must be proactively and positively structured; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, behavioral and academic expectations are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Skilled teachers regard positive student behavior as a prerequisite to high levels of engagement in the content and understand that social and emotional competencies are critical for college and career readiness.

EVIDENCE

A teacher's skill in managing student behavior can only be observed in the classroom. In a smoothly running classroom an observer may not witness explicit attention to standards of conduct. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Although most teachers can articulate their approach to standards of conduct, the way those standards are implemented is critical. In a well-managed classroom, students themselves will be able to explain the agreed-upon standards of conduct. No evidence of student misbehavior or effective responses to students' misbehavior are "look fors" at the proficient level of performance. The presence of positive framing can push practice to the distinguished level of performance.

GUIDING QUESTIONS

What behavioral expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?

CONNECTING COMPONENTS

Component 2d is closely connected to Component 2a: Creating an Environment of Respect and Rapport and all of Domain 3: Instruction. Positive behavior supports that meet students' social, emotional and behavioral needs provide a crucial foundation for learning and engagement. Student behavior is closely related to academic performance, and the first and best way to improve student behavior is through engaging, high-quality instruction.

Domain 2: The Classroom Environment

INSIGHTS FROM A CPS TEACHER

Lizzie Buczkowksi
York Alternative High School

Managing student behavior in any classroom is a vital aspect of keeping students engaged in the learning activities. Since I teach in a correctional institution, maintaining the balance of the teacher as the authoritarian and the teacher as the nurturer is crucial since many of my students have significant learning and behavior disorders. I want my students to know and abide by the rules, but also to feel comfortable enough with me and with their peers to contribute to class discussions without fear of being ridiculed.

When reflecting on the aspects of Component 2d in my practice, I think of what I am doing proactively and what I am doing reactively. I cannot expect my students to behave appropriately if I have not been clear about what I view as behavior that is conducive to a positive learning environment. I also can't expect my students to abide by these expectations if they do not take ownership of their contributions to the class, whether those contributions are positive or negative. At the beginning of the year, I create a set of class rules and expectations with my students. I post these expectations in various locations throughout the room so they are visible to anyone in the classroom. I encourage my students to monitor their own behavior and the behavior of their peers by referring to the classroom expectations frequently throughout lessons.

2d

I always try to remember that I cannot control the behavior of my students, nor do I desire to do so. They are individuals and need to learn how to maintain control over their own actions. When a student is disruptive or is exhibiting other negative behaviors, it is important to remember that there is a reason behind every action and therefore should be a reason behind every reaction. I can't stop a student from being disruptive, but I can help that student learn to monitor his own behavior over time by reacting in a way that is appropriate for him as an individual.

I was recently being observed in a class where I have one student in particular who has difficulty controlling his impulses. In the middle of the lesson, he got out of his seat and started wandering around the room. I waited to speak with him until he was close enough to me that I didn't have to yell across the room or move towards him. When he was close enough, I quietly reminded him that if he wanted to earn incentive points that day that he needed to ask me for permission to get out of his seat before he just started wandering around the room. He said "OK" and returned to his seat. During our post-observation conference, my observer noted that my reaction to his behavior was discrete and appropriate for that student's needs, which is evidence for the Framework for Teaching's distinguished level of performance.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) when gathering evidence related to student behavior. Teachers may wish to highlight aspects of FBAs and BIPs during the pre-observation conference.
- Consider students' communication needs and styles.
- Consider sensitivity to cultural differences while tactfully coaching or introducing students to behavioral conventions and expectations of mainstream US culture.
- Consider recognizing the challenge for students who do not speak English proficiently to explain their perspectives and provide support and opportunities for ELs to express themselves.

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Element Details

ELEMENT 1: EXPECTATIONS AND NORMS

Definition	Reflection Questions
It is clear from student actions that expectations and norms for student conduct have been clearly defined and consistently reinforced and modeled.	• How do I set clear expectations for student conduct? How do I revisit these expectations with students, as necessary? • How can I ensure that students themselves participate in creating such standards? • Is it okay to modify the expectations and norms throughout the year? When, and why? • Are there certain student conduct expectations that my students meet better than others? What strategies did I use to establish those expectations, and how might they inform others that have been less consistent?

Examples of Teaching Practice
• Students who finish work early silently go to the enrichment folder to begin extension tasks. • Teacher utilizes visuals and vocabulary scaffolding to reinforce expectations for EL students. • Teacher uses the CHAMPS system to communicate expectations for specific classroom activities. • Teacher refers to a posted sign to reinforce norms for entering the room. • Student uses a sensory device, such as a seat disc or Koosh Ball, to remain focused and on task. • There is no evidence of student misbehavior. • Teacher says, "Let's remind ourselves that the volume level for independent reading is at a level 1." • The teacher uses visual cue pictures (of "quiet," "listen," and "look") to give students instructions. • Students have roles or classroom jobs that give them responsibility for monitoring behavior against expectations, such as small "group voice level monitors" or "clean up leaders."

ELEMENT 2: MONITORING OF STUDENT BEHAVIOR

Definition	Reflection Questions
Teachers are attuned to what's happening in the classroom, moving subtly to help students when necessary and they reengage with the content being addressed in the lesson. Teachers use data to monitor and adjust classroom management plans to prevent misbehaviors.	• Am I spending most of my time reacting to negative behavior? What steps can I take initially to prevent that misbehavior? • What proactive strategies can I use to enlist students to monitor their own behavior? • Does misbehavior get in the way of learning in my class? If so, how do I react?

Examples of Teaching Practice
• Teacher circulates and visually scans all sections of the room constantly. • Teacher uses proximity to reengage students who are getting off-task. • Teacher uses gentle verbal reprimands to quietly redirect students engaging in misbehavior. • Teacher says, "Amelia, if you have something to add to the conversation, please raise your hand and wait to be called on." • Teacher uses a clipboard to track student behavior. • Teacher implements a card system with an established discipline hierarchy to communicate student behavior. • Students track their own behavior in a log and set weekly goals based on behavior. • Teacher incorporates use of a daily note sent home that incorporates quick discussion with the student about behavior during a lesson. Teacher says, "How do you think you did during writing?" The student is then given a rating (happy face, stoic face, sad face) and discusses ways behavior can be improved. • Students have roles or classroom jobs that give them responsibility for monitoring behavior against expectations, such as small "group voice level monitors" or "clean up leaders." • Student jumps out of her seat to ask the teacher a question. Teacher points to the behavioral expectations chart, and the student quickly returns to her desk to place the help signal up.

2d

ELEMENT 3: FOSTERING POSITIVE STUDENT BEHAVIOR

Definition	Reflection Questions
Teachers proactively motivate responsible behaviors and prevent student misbehaviors by telling, modeling and reinforcing what is expected of students.	• How can I use positive framing to reinforce appropriate behavior and redirect inappropriate behavior? • Does my school subscribe to a positive behavior system? If so, how do I implement it in my classroom? If not, what can I implement at my grade level or in my classroom to encourage appropriate behavior? • Which teachers in my school are exceptionally strong at using positive framing? Can I gather some tips from them?

Examples of Teaching Practice
• Teacher interacts far more frequently with students while they are following directions than when they are misbehaving. After correcting misbehaviors by referencing the expected behavior, the teacher provides positive attention to students as soon as they are following directions appropriately. • Teacher says, "Table 4, have your notebooks out and eyes on the board so I know you have turned on your brains and are ready to learn!" • Teacher says, "Rosa, you were a big help demonstrating our class rules to the other students by waiting patiently in the classroom library for other students to sign out their books." • Teacher assumes the best of students and focuses on what students can fix instead of harping on what students can no longer correct. For example, "Kaya, please sit up and take out your notebook," instead of "Kaya, you didn't do anything I asked!" • As students work cooperatively in station format, the PE teacher circulates throughout the gymnasium, praising students who are on task and meeting expectations (e.g. "I like how Edward and Sierra are taking turns at pitching and catching. Great job following directions!"). • Teacher establishes student teams with names, cheers, roles, and a shield to foster positive collaboration during specific activities. • Teacher gives students positive recognition, both individually and in front of the class, for accomplishments and effort whenever possible.

2d

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

ELEMENT 4: RESPONSE TO STUDENT BEHAVIOR

Definition	Reflection Questions
Teachers understand that all behavior occurs for a reason and respond in ways to respect the dignity of the student and motivate positive behaviors. The best responses are those that address misbehavior early in an episode, do not disrupt other students, and maintain a positive relationship between the teacher and the student.	• How do I typically respond to student misbehavior? How do students react to my response? • Consider several recent student infractions of classroom standards of conduct. How do I consistently refer to the standards of conduct in my response? • To what extent can I explain some student behavior being caused by other factors, such as boredom or insecurity? How could a different instructional design impact the situation?

Examples of Teaching Practice
• Teacher says, "Darius, I appreciate that you are enthusiastic about using the classroom library, so can you show me how we handle books respectfully in Team 204?" • Teacher builds a protocol for addressing conflicts with a student who is not comfortable with English by asking a student who speaks the same language to help mediate the conflict in a language that the teacher might not speak. • Teacher says, "Emmanuel, let's talk through your behavior contract again, because I know you are really focused on reaching those goals you set for yourself." • Teacher gives a student a "hard look," and she stops talking to her neighbor. • Teacher establishes a reflection area in the classroom. • Teacher uses a reflection sheet for students who need additional support. • Teacher uses planned ignoring of student misbehavior, referencing visual or verbal supports after a planned amount of times ignoring, and then giving a planned consequence. • Teacher whispers, "You did a great job walking in and getting started, but it's time to start reading. Please switch your materials and get started!"

2d

Resources for Further Investigation

Find Component 2d Framework supports, including resources, videos and photos, created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-2d.

The CPS Office of Social & Emotional Learning's website contains definitions, strategies, tools, resources and a list of upcoming trainings. Visit this site: www.tinyurl.com/SELatCPS.

Domain 3: Instruction

Domain 3: Instruction

Overview of Domain 3

Domain 3 contains the components that are essential to the heart of teaching – the actual engagement of students in learning as they develop complex understanding and participate in a community of learners. Students are engaged in meaningful tasks, which carries significance beyond the next test and is relevant to students' lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another as the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or tasks) and make minor mid-course corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

COMPONENTS AND ELEMENTS OF DOMAIN 3: INSTRUCTION

Domain 3 consists of the five components and associated elements listed below. Each component and element is explained in further detail in this chapter.

3a. Communicating with Students

- Standards-Based Learning Objectives
- Directions for Activities
- Content Delivery and Clarity
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques

- Low- and High-Level Questioning
- Discussion Techniques and Explanation of Thinking
- Student Participation

3c. Engaging Students in Learning

- Alignment of Learning Objectives
- Task and Text Complexity
- Scaffolding and Differentiating Instruction
- Pacing and Sequencing
- Grouping

3d. Using Assessment in Instruction

- Monitoring of Student Learning with Checks for Understanding
- Assessment Performance Levels
- Student Self-Assessment
- Feedback to Students

3e. Demonstrating Flexibility and Responsiveness

- Response to Student Needs
- Teacher's Persistence
- Lesson Adjustment

Domain 3: Instruction

Component 3a: Communicating with Students

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students • *Standards-Based Learning Objectives* • *Directions for Activities* • *Content Delivery and Clarity* • *Use of Oral and Written Language*	Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused.	Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development.	Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development.	Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.

3a

Component Overview

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities, and they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what they need to do and how to do it. When they present concepts and information, those presentations are made with accuracy, clarity, and imagination; complex concepts are presented in ways that provide scaffolding and access to students. Skilled teachers enhance their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Occasionally, teachers will withhold information from students. For example, in a science lesson, students will conduct investigations related to content that will be explored and explained once the investigation has been completed. The teacher may guide student learning during the investigation through effective questioning, but students are encouraged to develop claims about their learning based on evidence as well as their own reasoning. Explanations and further research into the content will come only after investigation. In all cases, the teacher's use of language is vivid, rich, and error free, which affords students the opportunity to hear strong oral communication skills and extend their own vocabularies.

Component 3a: Communicating with Students

EVIDENCE

Teachers demonstrate the clarity and accuracy of their communication primarily through classroom performance. The evidence is not, of course, whether an explanation is clear to an observer; it must be clear to the students. Watching the students' reactions provides the best indication of whether communication has been effective.

GUIDING QUESTION

How do you make sure that learning objectives are clearly stated, vocabulary is appropriately used, and students' background knowledge is connected to new concepts?

CONNECTING COMPONENTS

Component 3a is closely connected with Component 1a: Demonstrating Knowledge of Content and Pedagogy, Component 1c: Selecting Learning Objectives, Component 2b: Establishing a Culture for Learning, Component 2c: Managing Classroom Procedures, and Component 3c: Engaging Students in Learning. Teachers' clear communication will ensure that content is delivered accurately (1a), students know and understand the learning objective (1c), students know why the learning is important (2b), transitions and movement of materials are efficient (2c), and students are engaged in tasks (3c).

INSIGHTS FROM A CPS TEACHER

3a

**Sherisse Lucas
Ashburn School**
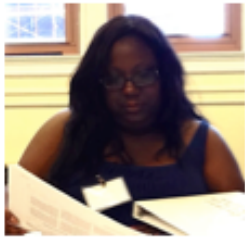
Component 3a is all about how we as teachers communicate clearly what we are teaching and its implications for student learning. It is where I explain to my students the purpose/rationale for each lesson and its importance within the bigger picture of their learning.

Component 3a is also where I check to make sure that my directions for each task are clear. Prior to releasing students to work independently, I ask students to repeat the directions that I've given, so that I know that they understand; it also gives students who weren't listening well a chance to hear the directions in different words. Have you ever had that moment where you release your students off to work and they immediately ask you "what are we supposed to do?" I know I have, and now because of the Framework I am consciously thinking about how I can make my directions clearer for my students. I am much more conscious of the words that I use, making sure that my diction is clear. I am aware of relevant examples I can use to help my students make the connection between the assignment they are about to complete and the implications that it has on their learning. Overall I pay attention to the directions that I give to my students, making sure that they are clear, concise, and appropriate in order to further student learning.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider that communication modes may vary across settings. Some children may communicate utilizing augmentative communication devices, eye gaze, picture exchange systems, etc. During the pre- and post-observation conference it is important to talk through the varied ways that teachers and students communicate in the classroom by reviewing Sections 7 and 11 of the student IEPs.
- Consider how students with diverse learning needs are listening and following directions (e.g. eye gaze).
- Consider the variety of communication modalities (e.g. oral communication, written communication, visual media, physical gestures, realia, etc.) used to communicate with students.
- Consider how repetition, visual scaffolding, labeling, chunking of instructions, etc. are used to ensure that directions for learning and social activities are comprehensible for English learners.
- Consider how both English and the language other than English (LOTE) are used strategically in a classroom with English learners. Teachers may model control over code-switching, favor staying in one language of instruction for the majority of a lesson, and use instructional scaffolds to maximize English learners' access to core content rather than relying on translation.

Domain 3: Instruction

Component 3a: Communicating with Students

CONNECTIONS TO COMMON CORE STATE STANDARDS

- Literacy Instructional Shift 1: Regular practice with complex text and its academic vocabulary
  Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).
- Standards for Mathematical Practice 6: Attend to precision
  This practice is much more about precision in language and communication than it is about accurate calculations. It is about sharing ideas using the most (developmentally appropriate) <u>concise</u> language and descriptions available.

Element Details

ELEMENT 1: STANDARDS-BASED LEARNING OBJECTIVES

Definition	Reflection Questions
The goals for learning are communicated clearly to students. Even if they are not conveyed at the outset of a lesson (for example, during an inquiry lesson in science), by the end of the lesson students are clear about what they have been learning and why they are learning it. All objectives are based on the appropriate standards.	• How do I communicate the learning objective to my students? How does it fits into the flow of the lesson? • How do I communicate the relevance of the objective to students' learning? • How do I communicate the objective's connection to other learning within the discipline and across the curriculum?

Examples of Teaching Practice
• In a world language class, the objective aligned to the lesson is clearly posted and reviewed verbally with students at the outset of the lesson. The objective is made relevant to students by connecting to prior knowledge, explaining how mastery of the objective connects to other skills used in the classroom, and applying mastery of the objective in a real-world situation. • The teacher says, "Today we are learning how to add fractions. This will be helpful to you when you are working on any sort of project that involves measuring or cutting. For example, if you are baking cookies and want to make more than one batch, or if you are building something and need to determine how much wood to buy at the store." • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The observer asks a student, "What are you learning today?" The student responds, "How to divide fractions." • Students read the objective aloud at the beginning and end of the lesson, making connections to the content. • When exiting a social studies lesson, students must say one new word they learned and what it means to the lesson's objective.

3a

ELEMENT 2: DIRECTIONS FOR ACTIVITIES

Definition	Reflection Questions
Students are clear about what they are expected to do during a lesson, particularly if working independently or with classmates without direct teacher supervision. Directions for the lesson may be provided orally, in writing, or in some combination of the two.	• How do I explain directions and procedures during lessons? • What are indications that students are not clear about what they are expected to do? • If there are directions or procedures that students do not understand, how do I address those misunderstandings?

Examples of Teaching Practice
• In a literacy class, expectations are clearly posted at learning stations around the room. • Throughout the lesson, behavioral expectations are clearly communicated: "As you read silently, I would like you to underline all of the action verbs that you see. As soon as you have finished, raise your hand to let me know you are done, and then you can silently continue reading independently as you wait for me to move on." • The teacher models the task, and provides guided practice before students work independently. "Watch as I do the first sentence…now, let's try the second one together…can I see a "fist to five," who is ready to continue on their own? • The teacher gives instructions for completing the lesson's task. Students ask two clarifying questions. • The teacher says, "For this experiment, you are going to use three strips of pH paper to determine the level of acidity for soil 1, 2, and 3. Place the strip on the edge of the soil, place two drops of water on the soil, and set the timer."

ELEMENT 3: CONTENT DELIVERY AND CLARITY

Definition	Reflection Questions
Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.	• Which strategies or tools do I use to make content "come alive" for students? • How does using metaphor and analogy help explain complex content to students? • Under what conditions is it a good idea for students to explain concepts to their classmates? • How can I anticipate students' possible misconceptions and address them before they occur?

Examples of Teaching Practice
• In a social science classroom, the teacher explains supply and demand by simulating a market in the classroom where student groups are given varying amounts of "goods" and "currency." Students discuss why they made the pricing and purchasing choices they did, identifying the factors they considered when making those choices. The teacher then explains, using text and diagrams, the economic principles of supply and demand, before applying those principles in real-world examples. If students struggle initially with the concept, the teacher provides easily accessible examples. "If you moved to Antarctica, would you open up an ice store? Why not? Would you open up a tank top store? Why not?" • The teacher says, "Do you remember when we went on our field trip to the Art Institute? We saw a few examples of impressionism. Share with me the telling characteristics of impressionist work." • The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully!"

3a

Domain 3: Instruction

ELEMENT 4: USE OF ORAL AND WRITTEN LANGUAGE

Definition	Reflection Questions
For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.	• How does the written material I give my students reflect clear and correct language? • How do I incorporate age-appropriate and relevant vocabulary into my lessons? • What are some techniques to help students use language in more expressive ways?

Examples of Teaching Practice
• A fifth grade teacher requires that her students respond to questions using complete sentences in writing and verbally.
• A teacher utilizes Bloom's action verbs when giving directives instead of vague language. "Can you *infer* what will happen to Jack when he shows his mom the magic beans?"
• The teacher uses the vocabulary of cell parts accurately and pronounces terms correctly.
• In a lesson on creating tables, students use their new vocabulary. Student says to group members, "Which column has the data we are looking for?"
• The teacher pauses during an explanation of the civil rights movement to remind students that the prefix *in-* as in *inequality* means *not* and that *un-* also means the same thing.
• A student says to a classmate, "I think that side of the triangle is called the *hypotenuse* because that's the longest side."
• An ELA teacher creates a safe space for students to mispronounce new vocabulary and then try again.

Selected Resources for Further Investigation

Find Component 3a Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-3a.

3a

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques • *Low- and High-Level Questioning* • *Discussion Techniques and Explanation of Thinking* • *Student Participation*	Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no "wait time" for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher or peers.	Teacher's questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited "wait time." Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion.	Teacher's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate "wait time" for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.	Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.

3b

Component Overview

Questioning and discussion are the only instructional strategies specifically referred to in the CPS Framework for Teaching, which reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving solely as recitation or a verbal "quiz."

Teaching at the proficient level of performance calls for use a mix of divergent, or differing, as well as convergent questions. Questions are framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views, as well as require them to provide evidence rooted in the text or task from the lesson. Students' responses to questions are valued, and effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, arriving at new understandings of complex, grade-appropriate material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding.

Not all questions must be at a divergent or high cognitive level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on Component 3b cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may also be considered as evidence of this component.

EVIDENCE

Teachers demonstrate their skill in questioning and discussion techniques almost exclusively in classroom observation. The initial questions used to frame a discussion should be planned in advance, however, and will be part of unit/lesson planning documents. During the actual lesson, the teacher and students interact to create and respond to questioning that deepens understanding of content under study, allowing all participants to provide evidence-based rationale during the discourse. Noting the number of students raising their hands for questions asked during a discussion can indicate the level of student participation. Classroom observers should script the teacher's questions as well as the students' responses to those questions. Evidence of the dialogue between the teacher and students or between students generated by particular questions will demonstrate the effectiveness of the levels of questioning and also students' explanation of thinking. In order for students to formulate high-level questions, they must have been taught how to do it. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

GUIDING QUESTION

How is student engagement facilitated through the use of questioning that promotes student interaction and discussion?

CONNECTING COMPONENTS

Component 3b is closely connected with Component 1d: Designing Coherent Instruction, Component 2a: Creating an Environment of Respect and Rapport, Component 3c: Engaging Students in Learning, and Component 3d: Using Assessment in Instruction. As written above, questions should be planned in advance and included in unit/lesson plans (1d) to ensure that a variety of question types are used during the unit/lesson. Students must feel safe from ridicule in order to answer questions, so teaching students how to be respectful when disagreeing is important (2a). Questioning techniques enhance student engagement in learning, as teachers bring students' voices into the classroom (3c). Teachers can also use some of the questioning in the classroom as a method for formative assessment (3d). For example, teachers may use a turn-and-talk strategy, giving students a few minutes write in response to a question, then discuss, circulating and listening in on conversations to gauge understanding before asking students to share with the whole class.

CONNECTIONS TO COMMON CORE STATE STANDARDS

3b

- Literacy Instructional Shift 3: Reading and writing grounded in evidence from the text
  This instructional shift is twofold: students first learn how to analyze, through close reading, a variety of texts; second, they learn how to construct arguments in which they cite textual evidence in support of their claims. "The Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness" (CCSS-L, Appendix A, p. 24).
- Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others
  This practice asks students to share their rationale for the responses they give, and asks students to evaluate others' responses. This practice will serve students well in many realms outside of math.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

INSIGHTS FROM A CPS TEACHER

Talyia Riemer
Boone School

I've found that when I really want to get a rich, collaborative discussion going with my students, I need to provide them with a "JUICY" complex question to "chew." To do this, I not only incorporate the use of open-ended questions, but also feature topics that will allow students to make connections and require multiple perspectives to reach a conclusive understanding. These types of complex questions promote authentic student discussion, active participation, and purposeful interaction. Furthermore, "JUICY" questions provide enough "access points" to allow students at various skill levels to make valid contributions.

To illustrate, during an informational nonfiction unit featuring <u>The Chicago Fire</u> by Jim Murphy, I posed the following question to my sixth graders: In what ways could the Great Fire of 1871 be seen as a benefit to Chicago today? Students' initial response was to argue the validity of the question of itself, with responses such as, "The fire destroyed the city, so how could that be a good thing?" This prompted them to engage with the text to find proof that the question was indeed a mistake by pointing out the numbers of buildings destroyed and lives lost. After that, the more trusting students, hoping that their teacher hadn't finally officially "lost it," began examining the text to find refutations to the students who challenged the question, trying to find a bright side of the tragedy. The discussion that ensued allowed all students to participate by building on their understanding of the effects of a fire, interpreting explicit and implicit evidence in the text, and then making personal connections between historical events and their modern day experiences. My role in this discussion was to record key points, note text references, and periodically pose probing questions such as, "Why do you think Student B disagrees with you? What was his/her reasoning? Does he/she make you want to reconsider?"

Facilitating student engagement through questioning promotes student discussion; essentially, I'm setting them up for an argument that they'll have to use the book AND their own experience to "win." Ultimately, through collaborative, meaningful (and somewhat loud, messy) engagement, the class was able to realize that this tragedy led to advancements in construction, architecture, and the fire alarm prevention systems, making the Chicago Fire Department one of the country's leading fire fighting forces. Providing questions that will empower my students to collectively figure out the answer to a complex question with MINIMAL guidance from me…now that's what I call "JUICY!"

3b

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how students use physical response to answer question via eye gaze, touch, pointing, picture cards, or using other appropriate communication.
- Consider the various ways that that the teacher facilitates discussions for students who may require intensive academic support to engage in meaningful discussions. For example, when facilitating a discussion with students, the teacher may present an extra choice (picture/symbol) for the students to choose from to increase complexity.
- Consider the utilization of adequate wait time to increase student engagement.
- Consider the utilization of culturally sensitive questioning and discussion techniques as required of the CCSS, including the norms for whether or how children are expected to question and challenge ideas vary across cultures.
- Consider how the teacher uses text-dependent questions and evidence-based questioning techniques in both English and the students' native language, when possible, to promote critical thinking, exploration of ideas and opportunities for meaningful conversations.
- Consider how the teacher of English learners is aware that students need extra time to process in their second language, and consequently waits for what might seem like an uncomfortable length of time before calling on a student in order to give them the chance to process the question.

Element Details

ELEMENT 1: LOW- AND HIGH-LEVEL QUESTIONING

Definition	Reflection Questions
Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, providing students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purpose of review, teachers ask a series of (usually low-level) questions in a type of verbal quiz (3d: Using Assessment in Instruction). This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding. Component 3b asks teachers to be intentional as they plan and choose high- and low-level plus *text- and task-dependent* questions, and to use those questions on the path toward student engagement and cognitive challenge.	• Do my questions incorporate low- to high-level thinking that is text- or task-dependent? How can I increase the level of questioning in my class? • How do I gauge whether my questions are complex enough for my students' age, grade, or developmental levels, and content under study? • Do I ensure that I provide sufficient time for my students to process questions and formulate responses? How do I know? • Do I provide opportunities for my students to ask and answer questions of one another? How have I explicitly taught students to to formulate low- and high-level questions?

Examples of Teaching Practice
• When discussing the setting of story, the teacher starts with low-level questions such as "Can you identify the setting of the story?" and then moves to more complex questions like, "How does the setting affect the actions of the characters and the choices they make?" or, "If the setting of the story changed in *this* way, hypothesize how the characters would alter their actions." • As the questions become more difficult, the discussion is extended and students have appropriate time for reflection and response. The teacher elicits examples of low and high-level questions from students so that they can ask and answer questions from each other. • Teacher says, "Does the author use foreshadowing in this novel?" Student: "Yes!" Teacher: "Using evidence from the text, how does the author foreshadow the protagonist's death?" • Teacher says, "What does this part of the poem mean?" Student 1: "Maybe he's dead too." Teacher: "Possibly in a figurative sense…" Student 2: "They were married and he lies down next to her dead body." Student 3: "That's weird." Teacher: "You have proof of this?" Student 2: "Yes, it says right here..." • Teacher uses the plural form in asking questions, such as, "What are some things you might contribute to…?"

3b

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

ELEMENT 2: DISCUSSION TECHNIQUES AND EXPLANATION OF THINKING

Definition	Reflection Questions
This element captures the different structures teachers that use – like turn and talks or small group discussions – to get students to talk with each other instead of just back-and-forth between the teacher and student. Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content. As important as explanations are, they are not discussions. Rather, in a true discussion, a teacher or student poses a question, invites students' views to be heard, and enables students to engage in discussion directly with one another (i.e. not always mediated by the teacher). Students are asked to explain their thinking as they engage in the discussion.	• How do I structure questioning during discussions so that students interact with texts to inform their responses? • How do I ask students to provide insight into their thought process of constructing arguments? • How do I teach students to use evidence in their responses?

Examples of Teaching Practice
• During literary analysis, the teacher poses an open-ended question to the class to promote discussion: "Who is ultimately responsible for Scho's fall?" The students run the entire discussion themselves by responding to each other. "I agree with Taylor that it was Scho's own fault that he fell because he was moving too fast because he was angry. I see evidence on page…" "I am not sure I agree with Joey and Taylor, I think that this passage on page 4 is hinting that the other boy was shaking the branch." • In each response, students are asked to explain their thinking, including what happens when their thinking breaks down. • The teacher poses a question, asks all students to write briefly in response to it, encourages all to turn-and-talk about what they've written, and then has a few students share with the entire class. • Students question the rationale for why another student solved a problem the way he did. They ask him questions such as, "Can you tell me more about…" or "Can you tell me why you think that?" or "How do you know your answer is correct?" • As a student completes an equation on the smart board, the student describes why she is taking those steps. The student calls on her classmates to help her out when she gets stuck. • During 3-on-3 basketball games, the teacher tells students to take a time-out to discuss their strategy for the last quarter of the game. • Student says to a classmate, "I don't think I agree with you on this, because…" • Student asks his group members, "Does anyone have another idea about how we might figure this out?" • During a lesson on teamwork, the PE teacher poses an open-ended question to the class to promote discussion: "What techniques do we need to use to improve teamwork in the activity?" Each team then huddles together to discuss and responds to each other: "I think we need to talk more because then we can make sure we have people on offense and defense." "I agree with him, if we talk and communicate more than we can make sure everyone is playing their position."

3b

ELEMENT 3: STUDENT PARTICIPATION

Definition	Reflection Questions
In some classes, a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. In effective classrooms, teachers use a range of techniques to ensure that students contribute to the discussion, enlisting the assistance of students to ensure this outcome. At the proficient level of performance, teachers make sure that *most* students are participating; at the distinguished level, *all* students are participating: initiating questions, drawing other students in, and maintaining discussions themselves.	• What are some practical techniques that I can use to ensure that all students have an opportunity to participate in the discussion? What scaffolding do I provide for students, especially English learners and diverse learners? • How do I hold students accountable for being active listeners and active participants in class discussions?

Examples of Teaching Practice
• A teacher has a jar of Popsicle sticks with student names on them and pulls from the jar to call on students to ensure he is equitably calling on all students.   • The teacher waits until ¾ of the students' hands are raised before calling on someone to share her thinking.   • Prior to a meeting in their book club, students develop a list of questions to discuss during their Book Club meeting.   • When the teacher asked students to tell the class their partner's response to the turn-and-talk question, all but three hands were raised.   • The teacher asks, "Who can tell me the main idea of this passage?" Two students raise hands.   • The teacher probes, "Maria, can you comment on Marsean's idea?" and Maria responds directly to Marsean.   • The teacher uses a "talking stick" to ensure equity.   • A special education teacher develops cue cards, in written or pictorial form, to enable students to participate and contribute to class discussions.

3b

Selected Resources and Artifacts for Further Investigation

Find Component 3b Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-3b.

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning • *Alignment of Learning Objectives* • *Task and Text Complexity* • *Scaffolding and Differentiating Instruction* • *Pacing and Sequencing* • *Grouping*	Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, grade-level, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills.	Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.	Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills.	Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills.

3c

Component Overview

OVERVIEW

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, versus one where they are truly engaged, is that, in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion or debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and will be making important contributions to the intellectual life of the class. Such tasks don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the tasks themselves. Student tasks are organized to provide cognitive challenge, and, by the end, students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they may be physically "busy" but are unlikely to be cognitively engaged.

EVIDENCE

Teachers demonstrate their skill in engaging students in learning through their conduct of lessons. In addition, the degree of students' engagement is revealed through the analysis of student work in response to a well-designed assignment. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and to the work that they are doing. Great evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, has done, or has planned. Non-judgmental summary statements about what students are asked to do or think about during the lesson are also necessary evidence of 3c. The observer should include specific descriptions of the task and texts/materials used during the lesson to determine whether such tasks are aligned to learning standards and differentiated for the students in the classroom. Observers will also gather evidence of the lesson's pacing, noting students' reaction to the time allotment (e.g. most students able to complete the task) as well as reserved time for closure on the lesson. The observer may also note how students have been purposefully grouped, although teachers may wish to share their thinking around grouping during the pre- or post-observation conference, as sometimes a teacher's intentionality is not shared with the class during the lesson.

GUIDING QUESTION

How do you know that students are intellectually engaged in well-designed, scaffolded, and differentiated learning tasks that promote higher order thinking?

CONNECTING COMPONENTS

Component 3c closely connects with Component 2b: Establishing a Culture for Learning. That is, teachers must establish a culture for learning before deep learning can take place. It also connects with Component 1d: Designing Coherent Instruction, since teachers plan tasks for engagement and learning. As the heart of the Framework and as the Domain 3 anchor component, Component 3c also ties together all the other components in Domain 3, as teachers clearly articulate the purpose of the task and explain content accurately (3a), ask questions and elicit responses from students to further engage them in inquiry (3b), use tasks to make sure students have mastered the instruction (3d), and alter instruction based on how students respond to tasks (3e).

INSIGHTS FROM A CPS TEACHER

3c

Marianna Jennings
Prosser Career Academy
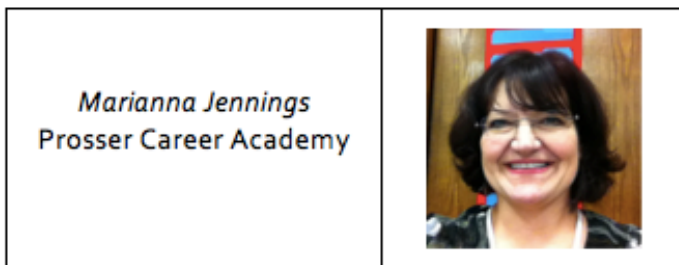
As I plan my lessons, I select learning objectives and design student assessments first. Then, I put together meaningful tasks that I think will inspire students' engagement, so that they can meet the objectives.

I differentiate my tasks to encourage all of the students to contribute, and I know whether I'm successful as I listen to what the students are saying, encouraging other students to respond and/or question each other's contributions. In every lesson, I strive to ensure that every student is actively engaging in our work.

There should be a point of access for all students, including diverse learners, in every lesson, as well as and some points that stretch their understanding. When I facilitate whole group discussions about a math problem, I listen to their responses, as this is the key to determining the level of task complexity for each individual student. Then, I use this knowledge to group students. If students easily answer questions correctly and provide their thinking, then I group those students together and increase the rigor of the problem set. I work first with other groups to scaffold their understanding. Depending on the task, I'll also group students heterogeneously, so that students with different skills can share them with others. I give the students time to question each other and yes, even struggle with the rigorous, interesting tasks. Student-to-student discourse is a powerful indicator of the level of engagement. I love it when I hear students arguing (respectfully) about how to solve math problems. This can be a strong motivator for me, as the teacher. I am no longer the deliverer of knowledge, but instead the provider of opportunities for the students to engage in higher order thinking. The answer is not just x = 3.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider that structured choice/break times may be embedded in the visual schedule to address sensory needs of students and increase time on task.
- Consider how developmentally appropriate learning tasks based upon student age are infused into instructional practice and utilized to ensure that all students are engaged in tasks that are respectful of students' ages.
- Consider the instruction and tasks provided by teacher as well as accommodations and modifications to address students' social/emotional/behavioral needs.
- Consider the targeted supports given to individual students or groups of students based on their identified needs.
- Consider how learning is scaffolded through the use of assistive technology (when available) to provide support for students with special needs (e.g. translators).
- Consider the reasonable pace of instruction while providing for the needs of English learners.

CONNECTIONS TO COMMON CORE STATE STANDARDS

- Literacy Instructional Shift 1: Regular practice with complex text and its academic vocabulary
  Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).
- Literacy Instructional Shift 2: Building knowledge through content-rich nonfiction and informational text
  The purpose of informational text is to "increase readers' knowledge of a subject, to help readers better understand a process, or to provide readers with enhanced comprehension of a concept" (CCSS-L, Appendix A, 2010, p. 23).
- Literacy Instructional Shift 3: Reading and writing grounded in evidence from the text
  This instructional shift is twofold: students first learn how to analyze, through close reading, a variety of texts; second, they learn how to construct arguments in which they cite textual evidence in support of their claims. "The Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness" (CCSS-L, Appendix A, p. 24).
- Standards for Mathematical Practice1: Make sense of problems and persevere in solving them.
  Students must be able to interpret what the question is asking and discern what information is relevant and what is superfluous. They must also develop the desire and technique to start ANY problem, the stamina to adjust course, as well as keep going when they encounter problems.
- Standards for Mathematical Practice 2: Reason abstractly and quantitatively
  This practice asks students to think about all of the symbols they use (numerals are symbols too – symbols that we have attached a quantitative meaning to). Students must be able to pull the symbols (numbers or variables or expressions) out of the problem's context; manipulate, calculate, combine etc. these symbols; then interpret the result and take it back into the context of the problem.
- Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others
  This practice asks students to share their rationale for the responses they give, and asks students to evaluate others' responses. This practice will serve students well in many realms outside of math.
- Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning
  This practice allows students to guess and check – AS LONG AS they follow it up by EXPRESSING the regularity. Guessing and checking with numerical values (if used within this practice) can lead to the development of an equation that can lead to the solution of a problem. This practice is also useful in making sense of the formulas we use by finding a pattern or relationship in numbers generated during an exploration of the topic.

3c

Element Details

ELEMENT 1: ALIGNMENT OF LEARNING OBJECTIVES

Definition	Reflection Questions
Tasks that promote learning align with the standards-based objectives of the lesson or unit, require student thinking that emphasizes depth over breadth, and may allow students to exercise choice.	• How does every task I select or design help students to grasp the lesson's learning objective and master the standard to which it aligns?

Examples of Teaching Practice
- The learning objective is to compare the properties of squares and circles, and the students' task is to work in groups and develop a list of similarities and differences.   - The 9th grade literacy objective is: Students will be able to interpret primary and secondary sources and answer document-based questions. During the lesson, the teacher will model for students how to interpret primary source documents by generating questions to guide reading of such documents. Then, students are put in groups with different primary source documents, and the students can either use a graphic organizer or the Document Analysis Grid (DAG) to analyze a primary source document. Finally, students select a primary source document to analyze individually using either the graphic organizer or DAG.   - In a 1st grade math class, the objectives are to compare two quantities in order to determine "how many more" or "how many less" using ancient counting methods. After the teacher introduces the objectives and provides backgrounds, students will use pipe cleaners to make the Egyptian symbols for 1 and 10 using a model on the SmartBoard. Students will work independently to solve math equations with Egyptian symbols and then discuss their answers with a partner, explaining what strategy they used to solve the equation. Finally, students review their work and reflect on the activity in a whole-group format.   - In a 4th grade social science class, the objective is "Students will be able to summarize and explain information presented in visual and diverse media formats, by noticing details in images and generating questions that arise from their thinking which result in informed predictions." After modeling the task and doing one together, students will work in groups of four to complete these tasks: participate in an Image Carousel, looking at pictures posted around the room, paying close attention to details, and complete a T-chart with the columns "What I Notice" and "What I wonder." Finally, students share what they have seen, and work together to draw a conclusion about the themes they saw/wondered about in all of the paintings.   - During an 8th grade biology lesson, students work toward this connection: Obtain, evaluate and communicate information to demonstrate understanding of evolution as a biological change across time and as evidence of common ancestry. Students will: (1) Complete a "quick write" to answer *Where did the first humans live?* and *When were they first there?* and share their ideas with a partner, encouraging each other to use evidence to support claims, and then share out as a group. (2) In groups of four, use latitudinal and longitudinal data to plot the general distribution of major fossil hominid taxa on a small (8.5x11) black and white world map. (3) Determine a key for plotting each of the hominid data sets (australopithecines, homo erectus, homo sapiens neaderthalensis, early modern homo sapiens). (4) Use data to answer this question: *Why have scientists concluded that Africa is the "birthplace" of humanity?*

3c

Component 3c: Engaging Students in Learning

ELEMENT 2: TASK AND TEXT COMPLEXITY

Definition	Reflection Questions
The tasks and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. The instructional texts and materials teachers select to use in the classroom can have an enormous impact on students' experience. While some teachers are obligated to use officially sanctioned materials, many teachers use them selectively or supplement them with others of their choosing to ensure the best fit, engaging students in deep learning and challenging student thinking.	• How can looking at student work reveal whether a task is engaging for students? What should I look for? • How often do I provide opportunities for student choice in tasks or assessments? • How do the texts and materials I select challenge students' thinking?

Examples of Teaching Practice
• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • During Book Club, students develop a list of questions to ask each other during their discussion. • Students determine which of several tools (e.g. a protractor, spreadsheet, graphing calculator, etc.) would be most suitable to solve a math problem. • Students are asked to complete a graphic organizer for five vocabulary words from the social studies textbook. • After receiving instruction on proper basketball shooting form, students are given the opportunity to practice the skill in several different contexts of varying complexity including independent shooting practice (e.g. games like knockout or HORSE) and small-sided games (e.g. games of 2-on-2). • The teacher engages students in exploring the cultural variations among United States mainstream population (e.g. music, food, language) and between different regions of the United States (e.g. rural, urban and suburban). The students make comparisons between two cultures within and outside the United States, explore stereotypes and how/where they originate. • In a 7th grade arts class, students view examples of face jugs made during various moments in African American art history, with particular interest to the face jugs created in the American south. A close-read strategy is used to learn about what face jugs are, why slaves before the Civil War originally used them, and how they memorialize friends and family. Students will view other examples of memorials in order to understand their function in societies. Students' task is to choose a face jug to draw from observation, using colored pencils.

3c

ELEMENT 3: SCAFFOLDING AND DIFFERENTIATING INSTRUCTION

Definition	Reflection Questions
Teachers ensure that students have access to complex, grade-level and developmentally-appropriate texts and tasks through scaffolding and differentiating instruction. According to Rebecca Alber on edutopia.com, "scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk." Differentiating is "modifying an assignment and/or making accommodations" for students who are struggling after scaffolding occurs.	• How do I scaffold and/or differentiate my instruction throughout a lesson to build students' capacity to access material? • How do I provide supports to students who need additional assistance to access material?

Examples of Teaching Practice
• Three students finish with their vocabulary flashcards. The teacher then has the students sort the vocabulary words into categories of their choice on the whiteboards. • A student asks if she may continue working in a small group for another section of the task instead of working independently. • Some students work in pairs to read aloud an article on radioactive waste and write three arguments for and against burying waste on a T-chart. Other students use a science non-fiction text (Level R). • Five of 27 students finished the assignment early. The teacher assigns a follow-up task for these students who have already mastered the learning objective. • The teacher provides students extra opportunities to practice oral language (e.g. with a partner, small group and/or the entire class) during instructional time. For example, after presenting a new concept, the teacher gives English learners ample time to turn and talk so that they have the opportunity to process the information orally. • During small group time, the teacher meets with a group of four students who have been struggling with one-to-one correspondence to provide them with extra practice and support. The following day, the teacher will meet with other students to provide specific, differentiated instruction, including for students performing beyond developmental level.

3c

ELEMENT 4: PACING AND SEQUENCING

Definition	Reflection Questions
No one, whether an adult or student, likes to be bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an effective teacher. And, since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.	• What are some signals that indicate a lesson's pace is too slow or too rushed for students? • How do I sequence my lesson to build students' understanding and bring them to a deeper level progressively throughout a lesson?

Examples of Teaching Practice
• Teachers communicate clear expectations for the time allotted for learning tasks. They work to keep students efficient, and help them build capacity and speed on some tasks (i.e., fluency). When students are given independent or small group work, the teacher builds in opportunities for students to continue to work if they need more time, as well as additional extension learning activities if they finish quickly. • Students are given a task to do independently, then are asked to discuss with a table group, and finally report out from each table. • The lesson is neither rushed nor does it drag, as evidenced by students' participation in the tasks assigned. Most students finish the tasks in the allotted time. • Students complete their science experiment, confer with the teacher and then start on the next task.

Domain 3: Instruction

Component 3c: Engaging Students in Learning

ELEMENT 5: GROUPING

Definition	Reflection Questions
How students are grouped for instruction is one of the many decisions teachers make every day. There are many options for grouping students; the important part of grouping is to make sure it is intentional and enhances student learning for a particular task or lesson. *(Note: Sharing evidence of the thought process around student grouping would be helpful during a pre- or post-observation conference, as it isn't easily observed in the classroom.)*	• How do I group my students during a lesson and how do the groupings support all members to achieve mastery of the content? • If student groups are hetergeneous in terms of skill, how do you prevent the more advanced students from feeling bored or from doing all the work themselves? • How do student personalities affect group work? How do you encourage productive collaboration despite varying personalities?

Examples of Teaching Practice
• Students are grouped for the purpose of effective collaboration, and/or to differentiate lessons based on student ability. Students are in flexible groups since the teacher reflects and reassesses groupings after formative and summative assessments.   • The teacher grouped students heterogeneously and assigned group tasks based on their skills.   • PE students are engaged in a dance lesson. The PE teacher divides students into small groups based on their preference/interest. The PE teacher and students work together to develop knowledge of common animals that appear on totem poles, and discuss what each animal represents. Students work in small groups to creatively develop movements for each animal and produce a dance.   • Groupings are formed intentionally and based on a variety of criteria, including data from TS GOLD observations and levels of English proficiency, in order to thoughtfully and effectively differentiate instruction.

Selected Resources Further Investigation

Find Component 3c Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-3c.

3c

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction • *Monitoring of Student Learning with Checks for Understanding* • *Assessment Performance Levels* • *Student Self-Assessment* • *Feedback to Students*	Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality.	Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning.	Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning.	Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.

Component Overview

Overview: Assessment of and for student learning plays an important role in instruction. No longer does assessment signal the *end* of instruction; instead, it is now recognized to be an integral part *of* instruction. Assessment *of* learning (i.e. summative assessment) has always been and will continue to be an important aspect of teaching; it's important for teachers to know whether students have learned what they intended. However, assessment *for* learning (i.e. formative assessment) has increasingly come to play an important role in classroom practice. In order to assess student learning for the purpose of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding of the objective(s), offering feedback to students, and, where appropriate, adjusting instruction.

A teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior but have a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes or bothering their neighbors; when a teacher monitors student learning, he/she looks carefully at what students are writing, or listens carefully to the questions students ask, gauging whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose is quite different.

3d

Similarly, on the surface, questions asked of students for the purpose of monitoring learning (Component 3d) are fundamentally different from those used to build understanding (Component 3b); in the former, teachers are alert to students' revealed misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Encouraging students by and teaching them the necessary skills to monitor their own learning against clear standards is demonstrated by teachers at high levels of performance.

Another essential part of the assessment loop is feedback, which individualizes instruction and enables students to correct errors and advance understanding. Provided by peers or the teacher, effective feedback is accurate, constructive, substantive, specific, and timely.

EVIDENCE

Teachers use informal assessments, such as questions and prompts for evidence of learning, during every lesson. The accuracy and timeliness of specific feedback, as well as the ways students use it to advance learning can also be revealed through student responses, particularly at the upper elementary and secondary levels. Moreover, in discussing a lesson, teachers will be able to explain the point at which they knew that a student was confused, and how they responded. Feedback may be demonstrated through samples of student work with teacher or peer comments. The teacher circulating around the room can be aligned to Component 3d if his/her purpose is to monitor and check for student understanding. It is important to capture what the teacher and/or students say when the teacher checks with individual students or small groups. If it is not disruptive to the lesson, the observer should ask students whether they understand the criteria by which their work will be evaluated.

GUIDING QUESTION

How are teacher, peer, and/or self-assessment used to provide feedback, monitor student learning, and guide instruction?

CONNECTING COMPONENTS

Component 3d closely connects with Component 1e: Designing Student Assessment and Component 3e: Demonstrating Flexibility and Responsiveness. While planning the lesson, teachers include formative assessment to measure student learning and/or growth toward meeting the objective(s). While Component 1e encompasses both formative and summative assessment, Component 3d is all about using formative assessment as a *part* of, or fully integrated into, instruction. Once teachers have a "pulse check" of where students are in meeting the objective, teachers respond to students' needs either in the moment (3e) or in future instruction (1e), by re-teaching, adding enrichment activities, regrouping students and/or other measures to ensure students are meeting the lesson's objective.

INSIGHTS FROM A CPS TEACHER

Stephanie Stephens
Castellanos School

3d

While the words "student assessment" may not always bring out positive feelings in teachers, I feel Component 3d is actually one of the areas in which we have a great opportunity to be creative! One of the keys to using assessment successfully as an instructional tool is to have a wide range of assessments in my toolbox ready to pull out for each lesson/objective.

For example, I know I need to begin with some kind of diagnostic assessment - which could be given as an exit slip the day before the lesson, or something as simple as, "Show me on your fingers, 1-3, how much you feel you already know about _____." After a diagnostic assessment is an opportune time to make the expectations for mastery clear to the students. For me, this happens during the modeling aspect of the lesson, using the scoring tool or an exemplar to show students the expectations for their work. Then, throughout the lesson, I need to have a menu of strategies for checking student understanding and providing them the necessary and specific feedback they need to continue toward mastery. VARIETY is the key here; ideally, I would love to have an individual conversation with each student, each day, for each objective, but in the real world that just cannot happen! In one lesson I can monitor their understanding by using personal whiteboards for students to show understanding, then pull students for conferences while the rest of the class works collaboratively with a group feedback tool such as a rubric or a checklist. These strategies help me ensure that all students meet the objectives.

The final key to this component is that I must be able to respond to the information I get from these assessments in a timely and relevant way. I can respond to a formative assessment, such as using personal whiteboards, by quickly grouping students based on their responses for scaffolded work. Individual or small-group conferences provide the best opportunity for feedback if I can stay focused on providing "bite-sized" feedback that students will actually be able to digest. I can keep a record of these encounters in a notebook or binder. Of course, I can provide feedback the traditional way by grading their work that evening and returning it the next day, but a strategy that allows me to get more bang for my buck is to have students assess their own work at the end of class, so when I do provide that individualized feedback, I can grade them against our established rubric/criteria and use that information to plan the next day's lesson. Plus I can also see how they are assessing themselves and building their self-reliance as learners!

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider the use of universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s) as well as multiple means of representing the assessment or tasks.
- Consider opportunities for English learners to self-reflect and give peer review/support, including: guided opportunities to develop understanding of the language structures and functions, awareness of one's own language development (i.e. meta-linguistic awareness) and academic strengths and needs.
- Consider whether English learners can demonstrate learning more accurately in their native language.
    - o If so, consider if assessments for English learners can be taken in their native language, especially in Transitional Bilingual Education (TBE) programs for students at English proficiency levels1, 2, and 3.
    - o When assessments are not feasible in the students' native language, consider how assessments in English (especially in Transitional Program of Instruction programs) take into account students' English language proficiency levels.
- Consider how teacher-created assessments are varied, multidimensional and multimodal to maximize English learners' ability to demonstrate knowledge in a variety of ways.
- Consider how to incorporate clear, ongoing, and accessible feedback that takes into consideration students' English proficiency as well as academic strengths and needs.

CONNECTIONS TO COMMON CORE STATE STANDARDS

- Standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.
  Students must be able to interpret what the question is asking and discern what information is relevant and what is superfluous. They must also develop the desire and technique to start ANY problem, the stamina to adjust course, as well as keep going when they encounter problems.
- Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others
  This practice asks students to share their rationale for the responses they give, and asks students to evaluate others' responses. This practice will serve students well in many realms outside of math.
- Standards for Mathematical Practice 6: Attend to precision
  This practice is much more about precision in language and communication than it is about accurate calculations. It is about sharing ideas using the most (developmentally appropriate) concise language and descriptions available.

3d

Element Details

ELEMENT 1: MONITORING OF STUDENT LEARNING WITH CHECKS FOR UNDERSTANDING

Definition	Reflection Questions
Teachers' skill in eliciting evidence of student understanding is one of the true marks of expertise. Formative assessment is not a hit-or-miss effort, but is planned carefully in advance. Even after carefully planning, monitoring of student learning and checking for understanding must be woven seamlessly into the lesson, using a variety of techniques.	• What sources of evidence do I have to determine the extent of students' understanding of content? • Which strategies work best for me to monitor student progress throughout a lesson? • How do I use the information the assessments provide?

Examples of Teaching Practice

- Students respond to questions by writing answers on personal whiteboards and showing the teacher. This gives teachers the ability to capture a response from each individual student at the exact same time.
- Students complete exit slips at the end of a lesson.
- The teacher kneels down next to a student to give feedback on her drawing, asking her to name the five senses and guiding her to figure out which sense is missing from her drawing.
- The teacher keeps a checklist of the skills that students need to master by the end of the unit and updates it daily to make sure all students are progressing toward the objective.
- Teacher stops by four out five groups during the work time. T says to group, "Let's see what you've got so far." Student says, "We were talking about number 4." Teacher reads the paper and says, "Okay, you're close…"
- After five minutes of working on a task, the teacher asked students to tell him how many more minutes were needed to complete the task by holding up a number on their fingers to correspond with the number of minutes needed to finish.
- A world language teacher uses Total Physical Response or Simon Says to check students' knowledge of vocabulary.
- A teacher of an English learner at the lower level of English proficiency asks the student to write his explanation of the math problem in his native language, and finds another native speaker to translate the explanation.

ELEMENT 2: ASSESSMENT PERFORMANCE LEVELS

Definition	Reflection Questions
It is essential that students know the criteria for assessment. At the highest level, students themselves have had a hand in articulating the criteria for a particular task or product.	• Why is it important for students to understand the assessment criteria/performance levels used to evaluate their work? • What are the advantages of students helping to design assessment rubrics? What are the challenges?

Examples of Teaching Practice

- At the beginning of the school year, students in a science course are provided with the rubric that will be used to evaluate lab reports. They practice using the rubric often to evaluate sample reports and reports from peers to better understand all components.
- At the opening of the lesson, the teacher shared the objective and how students would know when they had mastered it.
- The teacher reminds students of the characteristics of high-quality work, which are listed on a co-constructed anchor chart that the students helped create.
- When it isn't disruptive, the observer asked students questions such as, "Will you be graded? How? What do you have to do for this task to get a good grade?"
- An English teacher shares past essays and explains where they fall on the rubric.
- An art classroom uses a visual rubric to reflect the desired level of detail and color for a long-term project.
- Teacher has students review a rubric used in the past to see if any modifications need to be made for the current assignment.
- In a PE class, skill rubrics are posted around the gymnasium, so students can assess their level of performance. Rubrics include a short description and/or pictures.

3d

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

ELEMENT 3: STUDENT SELF-ASSESSMENT

Definition	Reflection Questions
The culmination of student assessment for learning is when students monitor their own learning and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.	• How do I communicate the assessment criteria to my students? • How do I convey the importance of self-assessment during their learning to students? How do I connect self-assessment to our classroom's culture for learning (Component 2b)?

Examples of Teaching Practice
• Students use rubrics and drafting self-evaluation forms during the writing process to assess and improve their work. • Students track their own progress towards meeting and exceeding learning goals. After self-correcting a formative assessment, the student self-selects additional remediation activities to improve their understanding. • The teacher asks students to look over their papers to correct their errors using their writing checklist. Most engage in this task. • Students are given different homework assignments. The "Do Now" at the beginning of the class is to trade papers with another student and review the peer's work without a teacher-provided answer key. Students meet to give feedback to each other. • English learner students have a signal for teachers to indicate they need additional explanation. • Students give feedback on their level of understanding by placing a green (understand), yellow (confused), or red (lost) cup on their desk for teacher to see.

ELEMENT 4: FEEDBACK TO STUDENTS

Definition	Reflection Questions
Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, providing students the guidance they need to improve their performance.	• What is "timely" feedback for my students? • How do students respond to and use feedback from me and/or their classmates? • What role does my feedback play in advancing student learning (e.g. just-in-time in-class feedback, feedback on homework assignments and classroom assessments)?

Examples of Teaching Practice
• While other students are working on a task, the teacher conferences with individual students to provide extended feedback on work. • Students complete reading journals while they read their independent books and teachers respond to their entries in a written letter format. • The teacher circulates during worktime, reading student work and offering specific suggestions to individual students. • Students offer feedback to classmates on their work. • While working in a PE station or center format, a student struggles with how to pass a soccer ball with correct form using the side of her foot. The student asks a fellow group member to help with the skill. The group member provides feedback to the struggling student, which leads to improvement. • Teacher and students visually track students' growth toward mastery of objectives in notebooks and on a class chart so students know what they have mastered and where there are opportunities for growth. • Students have a transition competency sheet with soft skills for employability. Every period in each class the student receives feedback on five soft skills using the school rubric of level of supports needed. Each teacher not only gives a rating on the rubric, but also explains steps students can take to make improvements. • A preschool student has been struggling with sharing materials. During self-select time, the teacher watches for an opportunity to provide positive feedback. "Wow, I see you let Jordan play with the truck, even though it's your favorite toy. That was a kind thing to do." (This is also evidence for Component 2a: Creating an Environment of Respect and Rapport.)

3d

Selected Resources for Further Investigation

Find Component 3d Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-3d.

3d

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness • *Response to Student Needs* • *Teacher's Persistence* • *Lesson Adjustment*	The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.	The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective.	Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.	Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students.

Component Overview

 "Flexibility and responsiveness" refer to a teacher's skill in making adjustments within a lesson, responding to changing conditions. When a lesson is well-planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and preparing for different possible scenarios. But even the most skilled and best-prepared teachers will on occasion find either that a lesson is not going as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Teachers also persist in engaging students who have already mastered the content under study by adding depth and enriching their learning through additional, more sophisticated tasks.

EVIDENCE

Flexibility and responsiveness can be observed when they occur in a classroom. Of course, in many lessons, no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect either successful planning or a lack of opportunity. Observers should keep in mind that 3e contains three separate elements: Response to Student Needs, Teacher's Persistence, Lesson Adjustment (instructional or non-instructional, when needed). The absence of evidence for individual elements should not result in lower ratings. Sometimes teachers are so adept at being responsive to students' needs that arise during the lesson that an observer might not notice changes to original instructional plans. Teachers and school administrators can discuss these moments of flexibility during the post-observation conference.

3e

GUIDING QUESTION

How do you adjust lessons to enhance understanding, incorporate students' interests, and utilize a wide range of teaching strategies?

CONNECTING COMPONENTS

Component 3e is closely connected with Component 3d: Using Assessment in Instruction. Teachers are aware of students' growth toward mastery of the objective (3d), and alter their plans if student needs require it. Component 3e also connects with Component 1a: Demonstrating Knowledge of Content and Pedagogy and Component 1b: Demonstrating Knowledge of Students. Teachers can only be flexible and responsive if they have a toolkit of alternative pedagogical approaches for teaching the content/skills under study (1a) and know their students well enough to be able to meet their needs and accommodate their interests, as appropriate (1b).

INSIGHTS FROM A CPS TEACHER

Patrick Singler
Herzl School

The key to success in Component 3e lies in Domain 1. In order to be flexible and responsive, we need to be prepared to change gears and plan for the possibility that some children will struggle or even that all of the children will be successful much quicker than expected.

Because we have students at varying levels, we need to differentiate in our planning and implementation. For me this means taking the same objective and planning for at least three different benchmarks. It means delivering the same content in three different ways for different small groups. It could also be that the way I was expecting to deliver content for my upper group is not actually working so I should try one of the other ways I was planning for my other groups. If I plan for differences then I will have a toolbox full of strategies that I can use to deliver the same content. I have built my toolbox with careful observation and reflection on what is working and what is not, as well as asking my colleagues how they teach the same objective and use their strategy as a backup if mine is not working.

The most important thing that I do in my preschool classroom when it comes to being responsive is to watch and be attentive to my students. I am keen on observing their body language and their engagement. I have different attention grabbers or stretch breaks in my arsenal in case the children become restless or distracted. If I find that I am not keeping the vast majority engaged (even after refocusing with attention grabbers), then I know that it is time to try a different strategy altogether. It is sometimes challenging to stop a lesson and start over but it is necessary; as long as you have planned accordingly then you will be prepared to get all the students on board.

I like things to be predictable and follow a routine every day, but the more that I teach, the more I am thrilled to find teachable moments. These moments present themselves all throughout the day and are easy to pass by, especially when you are focused on completing a lesson that you worked so hard to plan. What I am coming to understand is that these teachable moments offer the opportunity to bring the children's ideas and interests into the heart of the classroom. Typically I have a list of objectives or concepts that are worth stopping a lesson to change gears and discuss. These objectives are a direct result of assessment data and knowledge of my students. Once I stop the lesson, I bring all the children together in a huddle and explain to them what just happened. From there we travel down a road together as a team to explore this moment. I ask for feedback, thoughts, and ideas, and let the children take ownership. Being flexible and responsive is knowing when to stop teaching one thing and jump right into the next thing, almost seamlessly. It really comes down to one thing: being open to change course when a better course is needed or found.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how to anticipate possible misconceptions and take advantage of teachable moments, including meta-linguistic explorations during a content lesson, with linguistic and academic objectives in mind.
- Consider how to recognize English learners' academic progress, regardless of their English Language Development level, and provide opportunities for linguistically scaffolded enrichment during content instruction.
- Consider how to distinguish between academic challenges that require intervention and natural challenges of acquiring a second language.

3e

Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Element Details

ELEMENT 1: RESPONSE TO STUDENT NEEDS

Definition	Reflection Questions
Teachers can use information gathered from questions, requests, interests, formative assessments, and other sources to meet the needs of students. Occasionally during a lesson, an unexpected event will occur, presenting a true "teachable moment." It is a mark of considerable teacher skill to be able to capitalize on such opportunities.	• How do I determine when and how to follow up on a student's interest during a lesson? • What are some stock responses I can draw from if a student gives a response that is irrelevant to the topic at hand? • How do I use student questions to inform the trajectory of the lesson?
Examples of Teaching Practice	

- Returning from lunch, a student notices that the beaker of water that was used earlier in the day for a science lesson looks less full than it was previously. The teacher takes hypotheses from students to explain the phenomenon, asks them to think of other places where they have seen this occur (e.g. puddles), and introduces students to the concept of evaporation.
- The teacher asks students which mammals they want to investigate during their unit.
- While the teacher is giving a mini-lesson, a student asks a question on an unrelated topic. The teacher addresses the question at the end of the lesson.
- The teacher illustrates a principle of good writing, using students' interest in basketball as a context.
- A student asks if she can list the main events in the story rather than draw them, and the teacher allows her to do so.
- The PE teacher is prepared to continue a lesson on health-related components when a student asks about nutrition. The PE teacher accommodates the question by providing information about nutrition and how it relates to health-related fitness to segue back to the original discussion.
- To build metalinguistic awareness, a teacher of English learners teaches an impromptu mini-lesson on the value of knowing and recognizing cognates: The word "content" comes up in a text students are reading and when the teacher asks for inferences, students are off-base. The teacher takes the time to ask what "content" means in Spanish and helps students see the similarity between the meanings of the two words.

3e

ELEMENT 2: TEACHER'S PERSISTENCE

Definition	Reflection Questions
Committed teachers don't give up easily when students encounter difficulty in learning, and all students encounter difficulty at some point! Instead, teachers seek alternate approaches to help their students succeed. In these efforts, teachers display a keen sense of efficacy.	• When students are having unexpected difficulty with a task or discussion, what other ways do I use to reach the students? • How do I support and guide students so that they want to stick with tasks and improve their performance? • How do I meet the needs of learners who show they need additional supports or an extra challenge?

Examples of Teaching Practice
• A student does not understand the concept of multiplication after 2-3 strategies have been tried. The teacher conducts a one-on-one interview with the student centered on the student's work samples to determine student misconceptions. The teacher then modifies the approach to address the misconception. In addition, the teacher has the student work with peers on the modified approach.   • In a special education classroom, a student says "More books" to the teacher. The teacher holds up a template for sentence construction and says, "Can you try again, please?"   • Teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it!"   • The teacher stops midstream and says, "This doesn't seem to be working. Here's another way to try it."   • When a student needs extra time to independently read the poem, she moves to the library area of the classroom to do so before joining her group.   • As the teacher reads a story, a student has a difficult time paying attention. The teacher says, "We'll stop here. We'll finish the story in 15 minutes," and shifts gears to another intermediate task, returning to the original task within the stated timeframe.   • When students are unable to answer a prompt independently, students work in groups on the "challenge problem."   • When a student refuses to hand in a second draft of writing, the teacher says, "I know that rewriting is difficult, but this is what separates good from great. I believe in you, and I know you can do it." The teacher also helps the student plan out small steps to make the rewriting manageable.

ELEMENT 3: LESSON ADJUSTMENT

Definition	Reflection Questions
Teachers are able to make both minor and major adjustments to a lesson when needed. Such adjustments depend on a teacher's store of alternate instructional strategies and also on their confidence to make a shift.	• During a lesson, what signals indicate that I need to make an adjustment? • How do I adjust the lesson when students indicate they need supports other than what I planned? How can I begin to pre-plan for these adjustments? • How do I meet the needs of students who are advanced and need enrichment work beyond what other students are receiving? • How do I vary my differentiation strategies to best support all students?

Examples of Teaching Practice
• Students respond to a quick quiz on their iPads, and the teacher re-teaches a portion of the lesson that students didn't understand.   • The teacher says, "This seems to be a bit trickier than I expected; let's try it this way instead!" and then uses another approach.   • The PE teacher modifies tasks for students who experience difficulty or find a task to simple: a student might be encouraged to stand closer to the volleyball net in order to get a serve over the net successfully. Alternatively, a student who has already mastered the skill would be encouraged to attempt a more difficult serve (i.e. overhand or jump serve).   • Several students are struggling with retaining the names of alphabet letters. After spending extra time with the students practicing letter names, the teacher puts students in mixed-ability groups to try a new skill-building strategy using alphabet puzzles.   • In an ELA class, students consistently mix up metaphors and similes. Noting this, the teacher comes up with a rhyme to support understanding.

3e

Selected Resources for Further Investigation

Find Component 3e Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-3e.

3e

Domain 4: Professional Responsibilities

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator; they encompass the roles assumed outside of, and in addition to, those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently, but the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community and contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

COMPONENTS AND ELEMENTS OF DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4 consists of the five components and associated elements listed below. Each component and element is explained in further detail in this chapter.

4a. Reflecting on Teaching and Learning

- Effectiveness
- Use in Future Teaching

4b. Maintaining Accurate Records

- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

4c. Communicating with Families

- Information and Updates about Grade Level Expectations and Student Progress
- Engagement of Families as Partners in the Instructional Program
- Response to Families
- Cultural Appropriateness

4d. Growing and Developing Professionally

- Enhancement of Content Knowledge and Pedagogical Skill
- Collaboration and Professional Inquiry to Advance Student Learning
- Participation in School Leadership Team and/or Teacher Teams
- Incorporation of Feedback

4e. Demonstrating Professionalism

- Integrity and Ethical Conduct
- Advocacy
- Decision-Making
- Compliance with School and District Regulations
- Attendance

Chicago Public Schools

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching and Learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching and Learning • *Effectiveness* • *Use in Future Teaching*	Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons.	Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons.

Component Overview

Reflecting on teaching and learning encompasses the teacher's thinking following any instructional event and includes an analysis of the many decisions made both in planning and implementing a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and where to continue aspects of the instruction in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations, and conversations with students, or simply by thinking about their teaching. Reflecting with accuracy, specificity, and the intention to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

EVIDENCE

Teachers demonstrate their skill in reflection by making specific suggestions about how a lesson could be improved, including how these changes may impact student learning. In some situations, a written reflection may encourage more thoughtful results. Evaluators will gather evidence of a teacher's reflection on teaching and learning during the post-observation conference.

GUIDING QUESTION

How do you make time to reflect on the lesson? What steps do you take when reflecting on the effectiveness of a lesson or unit?

CONNECTING COMPONENTS

Component 4a connects with all components in Domain1: Planning and Preparation, Domain 2: The Classroom Environment, and Domain 3: Instruction. Reflection on teaching and learning should focus on how each aspect of a lesson or unit's design (Domain 1) and implementation (Domains 2 and 3) impacted student learning and how it could be improved next time.

4a

INSIGHTS FROM A CPS TEACHER

Laura Ferdinandt
Audubon School

The best way to reflect upon a lesson's effectiveness is to carve out time to think about the lesson shortly after it happened. I focus specifically on a few clear questions:

Were the directions and expectations clearly defined for the students?
Did the students complete quality work and show growth of knowledge?
If not, what needs to change next time to make sure that they are successful and learn the necessary skills/concepts?

I always reflect by writing down my ideas on a sticky note or piece of paper. If the lesson comes from a curriculum guide (e.g. a science teacher guide), I just put the sticky note in the binder at the beginning of that lesson so I can remember my own reflection the next time I teach the lesson. If the lesson came from my own lesson design, I immediately go in my electronic copy of the unit plan and type my reflections so that they can be saved and pulled up next year. I find that if I don't take clear notes, I am guaranteed to forget the tweaks and changes that need to be made as a result of my reflection. These practices are crucial to the constant development and improvement of my lesson and unit designs.

Other considerations: I always try to keep exemplary student work from lessons/units to remind myself of the outcomes that I am looking for when I teach the lesson/unit next. Sometimes I use these as exemplars for my students, other times I just revisit them to help tune in to the objectives before I teach the content again. Additionally, I like to take pictures and save them in the file folders with the unit plans as well. These visual cues help the reflection process and help provide a jumping off point for next time, too.

Element Details

ELEMENT 1: EFFECTIVENESS

Definition	Reflection Questions
As teachers gain experience, their reflections on teaching practice and student learning become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.	• To what extent did my lesson meet my objectives? What is my evidence of this? • What were the similarities and differences between what I had planned and what actually happened?

Examples of Teaching Practice
• Teacher collects consistent feedback from peers through scheduled observations and solicits feedback from students. The teacher uses that collected data to determine patterns or habits that support or limit their effectiveness. • After reviewing student work, the teacher noted that 90% of students met the day's objective. • When the students held up their whiteboards, teacher realizes that about half of the class got the answer wrong, yet all those students got the same answer. After talking to one of the students, the teacher realized where half the class had gone astray. • As the teacher called on students to share their methodology for adding mixed fractions, the teacher noted that all the students who were called on (about 60%) were able to share their rationale for their work.

4a

ELEMENT 2: USE IN FUTURE TEACHING

Definition	Reflection Questions
In order for the potential of reflection to improve teaching to be fully realized, teachers must *use* their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.	• What are some tools I use to reflect on the lesson and its outcomes? • How can I work with my colleagues to analyze lessons and plan future instruction? • What resources can I draw on to locate specific strategies to improve a lesson?

Examples of Teaching Practice
• After a teacher conducts a deep-dive reflection on his Spanish vocabulary lesson, he recognized that students struggled to understand the concepts he presented at the end of the introduction to new material section. The teacher realized that he is spending too much time on that segment and students become disengaged. He reconfigures lesson plans to break up concepts, and move more quickly to guided practice in order to keep students engaged before continuing with new concepts. • When many students' exit slips showed that they couldn't balance a chemical equation, the teacher explained the process in a different way the following day, and asked students to come to the chalkboard to demonstrate how they balance equations. The student at the board called on other students in the class to help explain what he/she was doing. • After reviewing NWEA data, the teacher notices that a subset of students still struggle with decoding words. During literacy center time for the next week, the teacher makes sure to work with those students to bring them up to speed.

Selected Resources Further Investigation

Find Component 4a Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-4a.

4a

Chicago Public Schools

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records • *Student Completion of Assignments* • *Student Progress in Learning* • *Non-Instructional Records*	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring frequent monitoring to avoid errors.	Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.	Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.

Component Overview

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include students' completion of assignments, progress in learning, and non-instructional records that are part of the day-to-day functions in a school setting (e.g. return of signed permission slips for a field trip, money for school pictures). Proficiency in this component is vital, as these records inform interactions with students and families, allowing teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as widely as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using Gradebook, spreadsheets or another database, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders or on a teacher's clipboard.

EVIDENCE

Teachers demonstrate their skill in maintaining accurate records through artifacts, such as a grade book, checklist, results of student assessments, and records of non-instructional activities. When it is time to submit evidence for ratings, the best practice is for the teacher to read and re-read the language of the Framework to inform the writing of a narrative description of practice. Teachers may upload documentation into Reflect & Learn that showcases their skills and illustrates their level of performance, but a narrative, or thoughtful description, may take the place of uploading documents.

GUIDING QUESTION

What is your process for efficiently and effectively maintaining student records? How do you use multiple sources of data to analyze student progress?
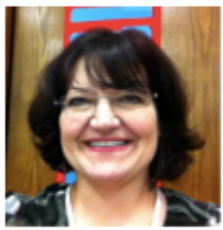
CONNECTING COMPONENTS

Component 4b connects closely with Component 1b: Demonstrating Knowledge of Students, Component 1c: Selecting Learning Objectives, Component 1d: Designing Coherent Instruction, Component 1e: Designing Student Assessment, Component 3d: Using Assessment in Instruction, 4a: Reflecting on Teaching and Learning, 4c: Communicating with Families, and 4e: Demonstrating Professionalism. In short, the ability to accurately maintain records informs what teachers know about students in order to design units/lessons (1b, 1c, 1d, 1e), and also influences how they record students' growth toward mastering objectives (3d), reflect on practice and student learning (4a), share information about student learning with families (4c), and advocate for students (4e).

4b

Domain 4: Professional Responsibilities

INSIGHTS FROM A CPS TEACHER

Marianna Jennings
Prosser Career Academy

I maintain student records on hard copy and then weekly input of grades in Gradebook. My hard copy of student records is a weekly seating chart for each class that I keep on a clipboard. With the seating chart, I can quickly take attendance, mark tardies, and record homework. Once a week, I enter all my grades in to Gradebook. The seating chart may seem "old school," but the students know that if something appears incorrect on Gradebook, I can show them the seating chart for that week and show them where the points came from. Tardies, unexcused absences, excused absences, late

homework or no homework all have different markings. The students know that I record on the seating chart while I walk past their desk. The process is efficient and effective. It also is a powerful point of communication with parents at conference time!

While I am checking in homework, students work on an opening problem of the day. In addition to looking at the homework from the past evening, the opening problem provides insight as to where the students are at in the lesson and how much remediation might be needed (Components 3d and 3e). These tools, along with formal classroom assessments (quizzes and tests), help me chart student success. Student results from standardized tests (available in CIM) illustrate their mastery of the core curriculum, which reflects the level of my success in developing classroom assessments that align to the core. This process involves ongoing reflection and informs the revisiting of my course materials.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider that best practice indicates student IEP goals should be drafted and circulated at least ten days prior to the IEP meeting. Examples of records that are especially important for special education teachers are IEPs, consultation logs, progress toward IEP goals, etc.
- Consider the importance of maintaining student confidentiality in all phases of record management.
- Consider the frequency of recordkeeping and results of intervention supports provided to English learners who struggle with language development and content areas.

Element Details

ELEMENT 1: STUDENT COMPLETION OF ASSIGNMENTS

Definition	Reflection Questions
Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but if students were successful in completing them.	• What resources (school, district, or otherwise) are available to help me keep track of student assignments efficiently and effectively? • What procedures could I use to enlist students in keeping track of their assignments?

Examples of Teaching Practice
• Teacher creates a grading system per semester where he determines which assignments will be tracked and graded, and how they will be weighted to determine how well students master the concepts in that quarter's unit plans. The system encompasses multiple types of assessment, learning tasks, and assignments, both in type and complexity. Students are encouraged to revise assignments in order to achieve mastery. • I keep a detailed and updated spreadsheet of student records and then transfer pertinent information to Gradebook weekly. • Student table leaders are responsible for collecting missing work for absent classmates and adding them to the table folder, ensuring that absent students receive their missing assignments.

4b

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

ELEMENT 2: STUDENT PROGRESS IN LEARNING

Definition	Reflection Questions
In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.	• How do I keep track of progress throughout the school year? How can students themselves contribute to this process? • Do I have any colleagues who exude organization at its finest? Can they assist me (or if this is my strength, can I assist others?) in developing a great system for keeping track of student progress in learning?
Examples of Teaching Practice	
• Student diagnostics are completed at the beginning of the year to compare to summative and standardized assessments at the end of the year in order to measure yearly growth. • Within units, teachers also diagnose skills and mastery of objectives, and teachers and students consistently monitor and track progress towards reaching those goals. • Students track fluency in a binder, mastery of math objectives in a folder, and behavior points in a log. • Achievements are shared on a board where students can earn a star for meeting goals (academic, behavioral, etc.). • Teacher sends quarterly benchmark chart home so parents can monitor student progress toward grade-level expectations.	

Element 3: Non-Instructional Records

Definition	Reflection Questions
Non-instructional records encompass many details of school life, particularly ones that involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, lunch counts, or which students have paid for their school pictures.	• What are some methods or systems I use to keep track of non-instructional records? • How can students take responsibility for tracking some of these items (e.g. field trip permission slips, lunch tickets)?
Examples of Teaching Practice	
• When students enter the classroom at the beginning of the day, they are instructed to place their permission slips and money on the corner of their desk and immediately begin work on the Do Now. As the students work, the teacher circulates around the room to collect permission slips, and marks the spreadsheet on the outside of their collection envelope. The teacher also carries reminder forms, which she passes out automatically to any student missing his/her slip. • Students enter the room, dropping homework in a bin and grabbing a Do Now out of the bin at the door while the teacher marks attendance. • Teacher follows the school's expectations for entering attendance daily and follows up with families via phone if a student has a pattern of absences. (This is also evidence for Component 4c.) • Teacher tracks student assessment data (NWEA results, exit slips, conferring logs, etc.) and updates the data tracker weekly, using the information to regroup and reteach, as necessary. • The president of the Model UN club collects permission slips, maintains the list, and submits the slips to the dean of students when all have been received. • Teacher organizes the email inbox to keep emails from students and parents for classes in folders.	

Selected Resources Further Investigation

Find Component 4b Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-4b.

Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families • *Information and Updates about Grade Level Expectations and Student Progress* • *Engagement of Families as Partners in the Instructional Program* • *Response to Families* • *Cultural Appropriateness*	Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure.	Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress, and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication.	Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.	Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.

Component Overview

Although the ability of families to participate in their child's learning varies widely due to work or other obligations, it is the responsibility of teachers to provide opportunities for families to both understand the instructional program and also their child's progress in it. Teachers establish relationships with families by communicating with them frequently and by inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, and is valued by families of students of all ages.

EVIDENCE

Teachers demonstrate their communication with families in many ways, such as by creating and keeping copies of class newsletters, handouts for back-to-school night, or descriptions of a new program. This collection could include guidelines for on how to review a child's portfolio or how to encourage responsible completion of homework. The teacher might maintain a log of phone and personal contacts with families, information on individual students and their family structure, or other notes to remember when sharing information about the student and his/her learning. When it is time to submit evidence for ratings, the best practice is for the teacher to read and re-read the language of the Framework to inform the writing of a narrative description of practice. Teachers may upload documentation into Reflect & Learn that showcases their skills and illustrates their level of performance, but a narrative, or thoughtful description, may take the place of uploading documents.

4c

# Domain 4: Professional Responsibilities

GUIDING QUESTION

What is your process for communicating with and engaging families in the student learning process?

CONNECTING COMPONENTS

Component 4c is connected with all components of Domain 2: The Classroom Environment and Domain 3: Instruction. By finding ways to make this communication two-way, teachers can also enhance Component 1b: Demonstrating Knowledge of Students. Incorporation of families into the instructional program, plus frequent and ongoing communication about student progress is crucial for a student's success in school and life.

INSIGHTS FROM A CPS TEACHER

Karina Shimkos
Rudolph Learning Center
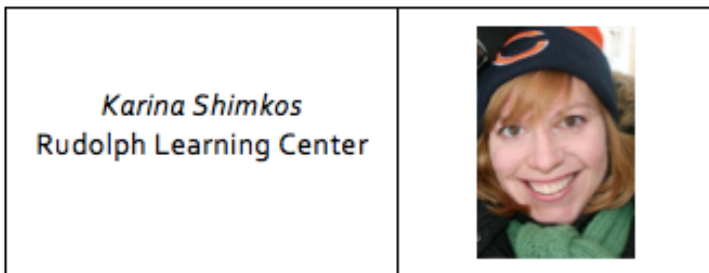
In the unique setting and with the population of students that I teach, it is especially important to establish strong family communication and trust. Parents have a very important role in a student's educational program and should be considered important members of the educational team. Many of my students are non-verbal or are just learning to use their augmentative communication devices, and are unable to tell their families what they did at school that day or tell us what they did over the weekend. To help establish relationships with families, I need to find other ways to creatively engage family members with the learning program and provide my students with the opportunity to communicate with their parents. I also work toward finding multiple ways for parents to communicate with us about their child's activities outside of school and how this information can be tied into a lesson or individual goal.

At the beginning of the year, I send a survey to parents to inform them of the best ways to contact me with concerns or celebrations. I also ask, aside from quarterly reports or regularly scheduled parent-teacher conferences, about their preferred method to be contacted regarding their child's daily, weekly, or monthly progress. This helps me establish a clear and consistent method of communication that is reasonable and feasible. Some parents prefer notes or emails and others prefer to receive a phone call at a specific time of the day.

Next, based on parental input, I determine what lesson that I need to design or create to best meets the need of the student, considering which goals and objectives can be worked on at home as well as in school. One document that I use has all of our daily activities in a picture format, and the student is required to circle what they did that day (this also helps students self-assess, which is aligned to Component 3d). They then indicate what they liked best, what they liked least and how they felt they did that day. There is also a return document of common activities that a student might do at home with blank spaces for the parents to fill in student/family specific items. Another useful document is one that is a 'needs' list of school supplies that the student might be short on, which need to be replenished. A third item that I use is a weekly journal that the students work on that highlights all of the things we did that week and what lessons we are working on currently. The journal goes home on Fridays, and over the weekend, families are encouraged to write in the journal about their weekend. On Monday morning, we have a show-and-tell and discuss what everyone did over the weekend by reading the information that the families provided.

Another way I like to connect with families is by starting casual conversations. Before conferences or before IEP meetings, I talk to the parents to help make them more at ease before discussing their child's progress or new educational plan. Not only do these conversations help the process of building trust, but they also provide me with little bits of information that helps me learn more about the families for future chats and to connect with the students. All of these methods can easily be adjusted to meet individual needs of students, to help me become a better teacher and to allow me to learn more about the families of the students with whom I work.

4c

Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider that conversations with families should reflect empathic understanding of student need.
- Consider how communication to families can be provided in the home language as often as possible.
- Consider how to include interpreters present for parent conferences, as necessary.
- Consider how teacher and school efforts to ensure that an infrastructure exists for positive, active, and ongoing relations among the school, students' families and the community.
- Consider how to collaborate with families of English learners and utilizes them as strategic partners in better understanding their child linguistically, culturally and academically.
- Consider how families understand the importance of maintaining and nurturing native language and culture at home, while students are also learning English and developing understanding of US culture, as well.
- Consider resources available to skillfully navigate the inter-cultural terrain when communicating with parents of English learners.

Element Details

ELEMENT 1: INFORMATION AND UPDATES ABOUT GRADE LEVEL EXPECTATIONS AND STUDENT PROGRESS

Definition	Reflection Questions
Frequent information is provided to families, as appropriate, about the instructional program.	• What strategies do I currently use to inform families about my instructional program? What additional strategies could I use? • How do I track my communication with families? • How could I enlist my students' help in ensuring that their families understand our instructional program? • To what extent am I able to use technology to keep families up-to-date about the progress their children are making in my classroom?

Examples of Teaching Practice
• Teachers send out bi-weekly progress reports to parents that give context about student performance levels and their progress towards goals. • A writing teacher shares grade-level rubrics and standards with parents, along with samples of proficient work, and provides suggestions for how to work with students at home on rigorous learning activities. • When parents are in the school, teacher finds time during the day to meet them and discuss the student/what the students are working on. • Teacher participates in report card pick-up and schedules appointments with parents who are unable to come on the actual pick-up day. • Teacher follows school's expectations for entering attendance daily and follows up with families via phone if a student has a pattern of absences. (This is also evidence for 4b and 4e.) • Teacher calls and/or texts parents, as necessary, to follow-up on misbehavior, plus makes one positive phone call or email per night to recognize students. • Students lead the conversation during report-card pickup, highlighting strengths and needs in reading and writing, plus sharing work they're proud of.

4c

ELEMENT 2: ENGAGEMENT OF FAMILIES AS PARTNERS IN THE INSTRUCTIONAL PROGRAM

Definition	Reflection Questions
Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.	• What modifications do I find that I have to make to the school or district's "official" reporting systems to engage parents with their varied educational and cultural backgrounds? • How can I incorporate students' family lives into assignments? • How do I enlist students' suggestions for family involvement?

Examples of Teaching Practice
• Teachers have a clear and consistent plan for communicating with families. Teachers conduct home visits or individual parent conferences at the beginning of the year to build relationship with families, learn about the student, and include parents in the educational and learning goals for the classroom. Throughout the year, teachers send out monthly newsletter of updates from the classroom, as well as opportunities for families to get involved within the classroom and with their students at home. • Teacher invited a parent in the finance field to talk to students in the economics class. • Parents and family members volunteer in the classroom each week as the "mystery reader." • Teacher sends home a weekly newsletter updating parents on our objectives, homework, announcements, and other highlights from the week • The class BlogSpot is accessible to parents and families, so they can check our classwork and homework. Plus, it has a page where 8th grade parents can review 8th grade info: http://meilimollison.blogspot.com/p/8th-grade.html.

ELEMENT 3: RESPONSE TO FAMILIES

Definition	Reflection Questions
A professional, appropriate, and timely response is required for inquiries about students.	• What is my usual turnaround time in responding to families' inquiries? Is this sufficient?

Examples of Teaching Practice
• Families are given clear norms and expectations for communicating with teachers to ensure a quick response time. Teachers create multiple opportunities to make themselves available to parents. • Teacher conducts "office hours" dedicated to communicating with families either in person or by phone. • Teacher provides contact information and expectations for how quickly they will respond to parent questions and requests. • Teacher responds to emails from parents and students within 24 hours during the workweek.

ELEMENT 4: CULTURAL APPROPRIATENESS

Definition	Reflection Questions
Teachers should take care to address families in a culturally sensitive and appropriate manner.	• How do I meet the needs of families whose cultures are different than my own, including customs, language, norms, etc.?

Examples of Teaching Practice
• Teachers learn about families' cultural backgrounds and practices through the conversations held at the beginning of the year. They incorporate this learning into lesson plans and units, and are also sure to provide information, when necessary, in the native language of families. • Teacher understands the limit to their experience and perspective, and always approaches cultural differences with an asset-based mindset. • Teacher asks an older student to translate a note for student's parents who do not speak English.

4c

Selected Resources for Further Investigation

Find Component 4c Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-4c.

4c

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and Developing Professionally • *Enhancement of Content Knowledge and Pedagogical Skill* • *Collaboration and Professional Inquiry to Advance Student Learning* • *Participation in School Leadership Team and/or Teacher Teams* • *Incorporation of Feedback*	Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.	Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.	Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.	Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.

Component Overview

As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Continuing to stay informed and working to increase skill levels helps teachers to become ever more effective and grants them the ability to exercise leadership among their colleagues. The academic disciplines themselves also evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in knowledge of content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson studies also provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, teachers share their new learning and contribute to providing a better school by working with one another during teacher team meetings and serving within the school leadership when possible. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

EVIDENCE

Teachers demonstrate their willingness to grow professionally by accepting and consistently using feedback from colleagues and school administrators to improve practice and advance student learning. Teachers demonstrate their commitment to ongoing professional learning through the activities they undertake. These may be recorded on a log; CPS activities are recorded in CPS University. The benefit of keeping such a record is that it invites teachers to reflect on how they have used the new knowledge in their teaching. Such a log can, and should, include informal as well as formal activities—for example, observing colleagues or participating in a project with a professor at a local university. Teachers may upload also upload narratives into Reflect & Learn.

4d

GUIDING QUESTION

How do you contribute to the professional growth of your colleagues? How have your colleagues contributed to your professional growth?

CONNECTING COMPONENTS

Component 4d is driven by Component 4a: Reflecting on Teaching and Learning and connects closely with Component 1a: Demonstrating Knowledge of Content and Pedagogy, as teachers continue to develop their skills in teaching strategies and increase about knowledge about the content they teach.

INSIGHTS FROM A CPS TEACHER

Neha Thakkar
Ogden International School
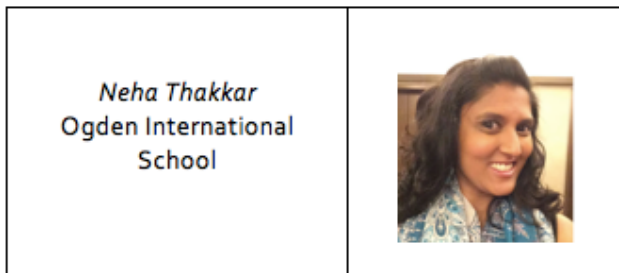
To contribute to the professional growth of my colleagues, I learn about their curriculum and students. Using this knowledge, I keep a lookout for resources to support teachers in their classrooms. For example, I keep Pinterest boards on a variety of topics. When I see or hear a teacher struggling with classroom management, technology skills, or perhaps communicating with parents, I find the resource that I thought might be useful, and send it over to the teacher in need. This leads to quick and painless professional growth, with someone right down the hall to follow up with! I also send out resources I receive from the district, perhaps something from the Weekly Alert or from my department, that could help a grade level or a new teacher. As a teacher-librarian, I also contribute to the professional growth of other librarians by presenting at conferences, maintaining a blog, and also being an active member of a listserv (email lists that are sent to large groups where everyone can take part and send their own ideas) that supports librarians across the state and across the country. I recommend listservs for your particular classroom setting. With so many resources available online, I sometimes even look to YouTube to find new ideas!

One of best ways my colleagues have contributed to my professional growth has been by simply allowing me to visit their classrooms! As I visit, I am on the look out for ideas I can use that they're already using in their classrooms. For example, I may see an anchor chart on informational texts that could easily be applied to my classroom setting. If I see an app, or a checklist on a clipboard that I can use in my classroom, I will ask them about it and duplicate it in my classroom. It doesn't always have to be formal learning to help my professional growth. I also get information from my colleagues from PD sessions they have attended and want to share! For example, I knew that one of my colleagues had recently gone to a PD on inquiry-based research projects, so I met with her to discuss what she had learned, and reviewed all the handouts she received. We also used this time to build a project using the inquiry based research approach in her classroom.

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider that collaboration could incorporate diverse learner/disability awareness professional development for colleagues.
- Consider the importance of collaboration among special education teachers and general education teachers to ensure students' needs are met.
- Consider how to improve general education teachers', who have English learners in their classrooms, learning opportunities to educate themselves about effective teaching practices for working with English learners.
- Consider how teachers of English learners attend professional development or seek resources pertaining to education of English learners, including teaching CCSS and monitoring English learners' academic and language development – and then implement new strategies in the classroom.
- Consider how self-contained and push-in/pull-out teachers collaborate to ensure coherence of instruction for English learners. Similarly, consider how classroom teachers and push-in teachers plan together and divide responsibilities in leading instruction.
- Consider how teachers collaborate with other teachers across content areas to ensure consistent, accessible CCSS instruction for all students, including Diverse and English learners, and to provide appropriate interventions.

4d

Domain 4: Professional Responsibilities

Component 4d: Growing and Developing Professionally

Element Details

ELEMENT 1: ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILL

Definition	Reflection Questions
Teachers take courses, read professional literature, and remain current on the evolution of thinking regarding instruction.	• What opportunities, formal and informal, do I have to enhance my content knowledge and pedagogical skill?
Examples of Teaching Practice	

- A teacher brings his best self to professional development sessions, including fully preparing for and participating in sessions to increase effectiveness and student performance.
- A chemistry teacher attended summer courses at the Museum of Science and Industry, and presents the new content and instructional activities they learned at a department meeting.
- Teacher is a member of professional organizations (National Council of SS Teachers, American Historical Association) and learning networks (FLIP Learning Network, Blended Learning Network).
- Teacher attended an AP Conference over the summer to increase AP teaching skills.

ELEMENT 2: COLLABORATION AND PROFESSIONAL INQUIRY TO ADVANCE STUDENT LEARNING

Definition	Reflection Questions
Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.	• How can I improve my participation in collaborative planning meetings with colleagues? • To what extent do I share student learning results with my colleagues as a springboard for conversation on improving professional practice? • How can I support my colleagues in improving their professional practice? • How do I plan my time so that I can still manage my day-to-day teaching responsibilities with working with colleagues to improve student learning throughout the school?
Examples of Teaching Practice	

- A teacher meets regularly with their course-alike biology team to share progress towards student achievement and teacher practice goals. Teachers bring student work samples to meetings so that they can analyze student progress as it relates to their practice.
- Teacher led PD for our staff on using the Google suite for writing workshop.
- Teacher organized inter-departmental meetings about iPad apps in advance of school-wide adoption of iPad learning.
- Teacher invites other teachers into her classroom to observe her teaching strategies and visits other classrooms to pick up new tips too.
- Prior to scoring a district-wide assessment, the teacher asks other members of the grade-level team to score a set together to improve inter-rater reliability.
- Teacher volunteered to be the lead teacher to attend CCSS PD and bring it back to the rest of the staff.

4d

ELEMENT 3: PARTICIPATION IN SCHOOL LEADERSHIP TEAM AND/OR TEACHER TEAMS

Definition	Reflection Questions
Teachers contribute to the good of the school by participating in teams to improve teaching and learning.	• What opportunities are available for me to become involved in school-wide efforts to improve the school? • How can I engage colleagues in school-wide efforts to strengthen the school's program?

Examples of Teaching Practice
• Teachers work to become leaders in their school, and consistently seek feedback from administrators on how to improve their leadership. • A 7th grade language arts teacher is considered a valuable member of her content team and works to build culture and effectiveness among that team. She suggests at the beginning of the year that the team creates shared goals, and incorporates discussion of those goals into each meeting to ensure that they are internalized. • Teacher is the chair of the ILT and started a professional book club with other middle school teachers. • The fourth grade teacher team reviews student data with colleagues twice a week. • Teacher reached out to other schools in the area to organize visits to see how those schools utilize iPads during instruction. Teacher's colleagues went to various schools. Teacher developed a note-taking system and organized notes to report back at the next staff meeting.

ELEMENT 4: INCORPORATION OF FEEDBACK

Definition	Reflection Questions
Teachers utilize feedback from colleagues.	• Everyone finds it difficult to accept suggestions from colleagues. How do I convey to colleagues that I am open to their suggestions about instruction? • How do I seek out feedback from my school community, including administrators, teachers, and students? • How do I vet feedback from my school colleagues and incorporate it into my plans and routines?

Examples of Teaching Practice
• Teachers actively seek out feedback from colleagues by sharing lesson plans, seeking help with problem-solving, and encouraging frequent peer observation. • Each semester, students give feedback, highlighting what worked well, what could be improved, what and how they enjoyed learning, and what needs they still have. Teacher utilizes this information in the future. • Teacher asked department chair to observe classroom and give feedback. Teacher incorporated suggestion of using the English department's writing rubric when grading research papers. • When a parent suggested that homework was too easy for her child, the teacher reviewed the assignments, found her statement to be true, and provided differentiated homework.

Selected Resources for Further Investigation

Find Component 4d Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to http://www.cps.edu/kc-4d.

4d

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Demonstrating Professionalism • *Integrity and Ethical Conduct* • *Advocacy* • *Decision-Making* • *Compliance with School and District Regulations* • *Attendance*	Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record.	Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record.	Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.	Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional attendance record.

Component Overview

Overview: Teachers demonstrate professionalism in their service to students and to the profession. Teachers put students first, regardless of how this might challenge long-held assumptions, past practice, or simply what is more convenient. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism can be displayed in a number of ways with colleagues, administrators, students, and families. For example, interactions with stakeholders are conducted with honesty and integrity. Student needs are known, and teachers seek resources to provide help that may extend beyond the classroom. Teachers consistently advocate for their students, solving problems and making decisions with student needs in mind. Occasionally, this will include ways that might challenge traditional views and the educational establishment. A teacher should adhere to school and district policies, while also demonstrating a willingness to work to improve those that may be outdated or ineffective.

EVIDENCE

Teachers display their professional ethics in daily interactions with students and colleagues. In practice, teachers advocate for their students by putting them in touch with resources that are helpful to them, whether that's the school social worker, a free medical clinic up the street, or an after school program nearby. Teachers also make decisions and set up interventions with students' best interests in mind. Teachers may upload documentation into Reflect & Learn that showcases their best practices and illustrates their level of performance, but a narrative, or thoughtful description, may take the place of uploading documents.

4e

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

GUIDING QUESTION

How do you advocate for students? Share examples of how you comply fully with school and district policies (e.g. meeting deadlines, attending mandated trainings, challenging current practice to benefit student learning).

CONNECTING COMPONENTS

Component 4e connects closely with Component 2b: Establishing a Culture for Learning. As teachers display ethical conduct and advocate for their students, they model the importance of giving their best effort at all times.

INSIGHTS FROM A CPS TEACHER

Suzy Khazei
Chopin School

In my experience working with students with low-incidence diverse learning needs (e.g. Autism, Moderate Cognitive Impairment, Fragile X etc), it is imperative to advocate for students' needs on a weekly, and often, daily basis. This advocacy ensures each student's success in academic, functional, developmental, communicative, and behavioral areas. I often consult with other professionals regarding best practices on various topics, seeking out information for interventions and to better understand how or why a student is demonstrating a particular behavior. For example, if a student is struggling in communicating his wants and/or needs, I will schedule a meeting with the speech-language pathologist; if the student is demonstrating odd social behaviors such as hitting him/herself and spitting at other students, I will consult with the social worker and/or Autism itinerate teacher. Together, we identify why the student is engaging in the behavior and potentially develop a social story or implement a behavior plan. Seeking out support from professionals within my school, whether they are related service providers or veteran teachers, has been one of the simplest ways I have been able to improve student behavior while gaining invaluable knowledge.

I keep my students' needs a priority by finding creative solutions to problems, such as applying for grants for needed resources or connecting with various community partners. For example, we started a classroom fundraiser at our school to raise money for our Community-Based Instruction (CBI) outings. In doing this, we also raised awareness of Autism by starting a school fundraiser for WalkNow for Autism Speaks. Furthermore, to help students become more aware of their bodies, develop fine and gross motor, and demonstrate an appreciation for health and fitness, I enrolled my students in several Special Olympics events and in our school's Chicago Run Program. By providing my students endless opportunities for success in the real world, students strengthen their independent functioning skills and are given the opportunity to learn how to regulate their needs outside the confines of the classroom increasing their confidence.

Complying with school and district policies is essential to demonstrate success in all areas of teaching. By attending meetings, making deadlines, maintaining confidentiality, and valuing feedback, a teacher is not only advocating for his or her students, but also striving for excellence in his or her professional career. I comply with school and district policies by attending mandatory meetings such as grade-level and special education meetings throughout the course of the school year and by submitting my lesson plans aligned to the Common Core State Standards on time. I complete time-sensitive documents to keep our school within compliance, such as drafts of IEPs, eIEP report cards, document collaboration with colleagues and families, submit attendance, and update grades via progress monitoring data. I design, modify, administer, and submit scores for REACH Performance Tasks, IAA (Illinois Alternative Assessment) and other mandated tests. I have found various opportunities to further my career to become a better leader as well as make my students' needs a priority though working with the CPS Knowledge Center, doing research, applying for and receiving grants and other resources, and identifying other opportunities for improvement.

4e

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

CONSIDERATIONS FOR DIVERSE LEARNERS AND ENGLISH LEARNERS

- Consider how professional conduct conveys respect for diversity and values multi-literacy and multilingualism as important skills for success in the 21st century.
- Consider how the school accommodates additional supports for English learners and their families (e.g. interpreters, translators, counselors).
- Consider how to advocate for the needs and rights of English learners in becoming successful learners and productive members of a global society.
- Consider compliance with federal, state, district and school policies and regulations regarding the education of diverse and English learners.

Element Details

ELEMENT 1: INTEGRITY AND ETHICAL CONDUCT

Definition	Reflection Questions
Teachers act with integrity and honesty.	• Think about a situation that has presented, or could present, an ethical dilemma. How do I go about deciding what to do? • How can I contribute to a culture within the school in which high ethical standards of conduct are the norm?
Examples of Teaching Practice	
- A teacher shares real data from her classroom during collaborative planning time, including examples of poor student performance, in order to receive real feedback and support on improving practice and increasing student achievement. - Teacher doesn't discuss grades/student performance in front of other students. - Teacher keeps record out of sight so other students can't see them. - Teacher keeps the classroom door shut when conferring with families and colleagues about student performance.	

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

ELEMENT 2: ADVOCACY

Definition	Reflection Questions
Teachers remain committed to the vision that all students are able to graduate from CPS ready for college and career, acting as an advocate so these goals are attained.	• How do I help prepare my students for life beyond Chicago Public Schools? How do I demonstrate my commitment to college and career readiness, and share this commitment with my students? • What are some ways I've advocated on students' behalf in the past? How do I ensure that all students receive a fair opportunity to succeed?

Examples of Teaching Practice
• A high school language arts department chair has set student learning goals for the department that are not rigorous or aligned to college readiness standards. A member of that department works with the department chair to increase the rigor of goals, and to better align with standards to ensure that students are doing work that will prepare them for college and career. That teacher motivates her department to plan college visits, consistently reference the College Readiness Standards in instruction, and add an Advanced Placement course. • Teacher received requests from 24 students to write letters of recommendation for students' college applications; teacher wrote letters of recommendation, individualizing them as appropriate. • Teacher communicates with field trip locations in advance to ensure that students in wheelchairs are able to access all areas of the field trip site. • Consider what is asked of students in college and tailor activities/assignments accordingly (e.g. writing, student assumption of responsibility during long-term assignments). • Teacher noticed speech delays in a few of his young students and called in the speech-language pathologist therapist to do Tier 1 interventions in the classroom and provide feedback on next steps. • Teacher realized a few students in his room need extra help with reading and found them an after-school program dedicated to improving literacy in the neighborhood. • Teacher won grants for an iPad and to extend the classroom library. • Teacher started a before-school girls group in which they read poetry, write, and do yoga to build relationships and alleviate stress.

ELEMENT 3: DECISION-MAKING

Definition	Reflection Questions
Teachers solve problems, maintain an open mind, and always make students' needs a priority. Decision-making is generally done in a team or departmental setting rather than individually.	• Are there examples from my professional life of a time when a decision threatened the best interest of students? What could we have done differently? • How can I contribute to a culture of service to students in my school?

Examples of Teaching Practice
• Resources are depleted at a school, and a teacher lacks books for a robust classroom library. The teacher finds creative solutions including applying for grants, partnering with local charities, and running a book drive among their personal and professional network to obtain enough books for their classroom. • Teacher carefully considers students' requests for additional time request form on ACT and only approves such requests when appropriate. • Teacher is on the ILT and encourages colleagues to consider the impacts of their decisions for all students prior to adopting a new policy.

4e

Domain 4: Professional Responsibilities

Component 4e: Demonstrating Professionalism

ELEMENT 4: COMPLIANCE WITH SCHOOL AND DISTRICT REGULATIONS

Definition	Reflection Questions
Teachers adhere to policies and procedures set by the school and district, including attendance and other policies.	• How do I typically find out about school and district policies and regulations? • Are there situations where I could work with colleagues to change a school or district regulation that currently undermines the school's primary mission?
Examples of Teaching Practice	
• Teachers attend all collaborative planning sessions and perform due diligence to prepare for those meetings, participate fully within meetings, and approach them positively, with a focus on improving practice of self and others. • Teacher has not received negative feedback from school administrators regarding lack of compliance with school/district policies.	

ELEMENT 5: ATTENDANCE

Definition	Reflection Questions
Teachers have regular and timely attendance at school, follow school procedures for reporting absences, and use sick and personal business days in accordance with CPS policies.	• How can I schedule my doctor appointments or personal days to give as much notice to the school administrator as possible? • How can I set up my classroom so that my absences will disrupt learning as little as possible? • What are some ways I can keep my substitute plans and materials up-to-date in the event of an unforeseen absence from school?
Examples of Teaching Practice	
• Kronos records indicate on-time or early swipes more than 98% of the time. • Teacher notifies the school administrator when she will be out due to doctor appointments as far in advance as possible. • Teacher submits a projected absence in the AESOP system, per school guidance. • When the teacher's child is running a high fever in the evening, the teacher notifies the school administrator or a potential absence the following day.	

Selected Resources and Artifacts for Further Investigation

Find Component 4e Framework resources created *for* CPS teachers, *by* CPS teachers on the CPS Knowledge Center by navigating to www.cps.edu/kc-4e.

Appendix

The CPS Framework for Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy *Knowledge of:* • *Content Standards Within and Across Grade Levels* • *Disciplinary Literacy* • *Prerequisite Relationships* • *Content-Related Pedagogy*	Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.	Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.
1b: Demonstrating Knowledge of Students *Knowledge of:* • *Child and Adolescent Development* • *The Learning Process* • *Students' Skills, Knowledge, and Language Proficiency* • *Students' Interests and Cultural Heritage* • *Students' Special Needs and Appropriate Accommodations/ Modifications*	The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice. .	The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.	The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Selecting Learning Objectives • *Clarity of Objectives* • *Sequence and Alignment of Objectives* • *Balance of Objectives*	Learning objectives are not standards-based, are unclear, or are stated as activities rather than as student learning outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline.	Learning objectives are partially standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines.	Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines.	Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines.
1d: Designing Coherent Instruction *Design Incorporates:* • *Knowledge of Students and Their Needs* • *Learning Tasks* • *Materials and Resources* • *Instructional Grouping* • *Lesson and Unit Structure*	Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives.	Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives.	Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives.	Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Student Assessment • *Congruence with Standards-Based Learning Objectives* • *Levels of Performance and Standards* • *Design of Formative Assessments* • *Use for Planning*	The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.	The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole.	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson. Assessment methodologies have been designed or adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student.

Domain 2: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport • *Teacher Interactions with Students* • *Student Interactions with Other Students*	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically.	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.
2b: Establishing a Culture for Learning • *Importance of Learning* • *Expectations for Learning* • *Student Persistence* • *Student Ownership of Learning*	The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.	The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.	The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.	The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures • *Management of Instructional Groups* • *Management of Transitions* • *Management of Materials and Supplies* • *Performance of Classroom Routines* • *Direction of Volunteers and Paraprofessionals*	Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties.	Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time.	Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning.	Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community.
2d: Managing Student Behavior • *Expectations and Norms* • *Monitoring of Student Behavior* • *Fostering Positive Student Behavior* • *Response to Student Behavior*	Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.	Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students • *Standards-Based Learning Objectives* • *Directions for Activities* • *Content Delivery and Clarity* • *Use of Oral and Written Language*	Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused.	Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development.	Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development.	Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques • *Low- and High-Level Questioning* • *Discussion Techniques and Explanation of Thinking* • *Student Participation*	Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no "wait time" for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher or peers.	Teacher's questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited "wait time." Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion.	Teacher's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate "wait time" for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.	Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.
3c: Engaging Students in Learning • *Alignment of Learning Objectives* • *Task and Text Complexity* • *Scaffolding and Differentiating Instruction* • *Pacing and Sequencing* • *Grouping*	Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, grade-level, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills.	Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.	Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills.	Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction • *Monitoring of Student Learning with Checks for Understanding* • *Assessment Performance Levels* • *Student Self-Assessment* • *Feedback to Students*	Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality.	Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning.	Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning.	Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.
3e: Demonstrating Flexibility and Responsiveness • *Response to Student Needs* • *Teacher's Persistence* • *Lesson Adjustment*	The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.	The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective.	Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.	Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching and Learning • *Effectiveness* • *Use in Future Teaching*	Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons.	Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons.
4b: Maintaining Accurate Records • *Student Completion of Assignments* • *Student Progress in Learning* • *Non-Instructional Records*	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring frequent monitoring to avoid errors.	Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.	Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families • *Information and Updates about Grade Level Expectations and Student Progress* • *Engagement of Families as Partners in the Instructional Program* • *Response to Families* • *Cultural Appropriateness*	Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure.	Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress, and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication.	Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.	Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and Developing Professionally • *Enhancement of Content Knowledge and Pedagogical Skill* • *Collaboration and Professional Inquiry to Advance Student Learning* • *Participation in School Leadership Team and/or Teacher Teams* • *Incorporation of Feedback*	Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.	Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.	Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.	Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Demonstrating Professionalism • *Integrity and Ethical Conduct* • *Advocacy* • *Decision-Making* • *Compliance with School and District Regulations* • *Attendance*	Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record.	Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record.	Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.	Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional attendance record.