Appendix A

Teacher Domain 1

Observational Protocol (Long Form)

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

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

3. Celebrating Student Success	
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Notes • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence
ˆ Teacher acknowledges students who have achieved a certain score on the scale or rubric
ˆ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
ˆ Teacher acknowledges and celebrates the final status and progress of the entire class
ˆ Teacher uses a variety of ways to celebrate success
    x Show of hands
    x Certification of success
    x Parent notification
    x Round of applause
	Student Evidence
	ˆ Student show signs of pride regarding their accomplishments in the class
	ˆ When asked, students say they want to continue to make progress

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating student success	Adapts and creates new strategies for unique student needs and situations	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

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

Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying Critical Information	
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attentic	Notes • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence
ˆ Teacher begins the lesson by explaining why upcoming content is important
ˆ Teacher tells students to get ready for sor important information
ˆ Teacher cues the importance of upcoming information in some indirect fashion

2. Organizing Students to Interact with New Knowledge	

3. Previewing New Content

The teacher engages students in activities that help them link what they already know to the n[ew] content about to be addressed and facilitates t[hese] linkages.	Notes • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence	Student Evidence

ˆ Teacher uses preview question before readi[ng]
ˆ Teacher uses K-W-L strategy or variation of it
ˆ Teacher asks or reminds students what they already know about the topic
ˆ Teacher provides an advanced organizer
   x Outline
   x Graphic organizer
ˆ Teacher has students brainstorm
ˆ Teacher uses anticipation guide
ˆ Teacher uses motivational hook/launching activity
   x Anecdotes
   x Short selection from video
ˆ Teacher uses word splash activity to conne[ct] vocabulary to upcoming content
	ˆ When asked, student can explain linkag[es] with prior knowledge
	ˆ When asked, students make prediction[s] about upcoming content
	ˆ When asked, students can provide a purpose for what they are about to learn
	ˆ Students actively engage in previewing activities

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Previewing	Adapts and				

4. & K X Q N L Q J   & R Q W H Q W   L Q W R   ³ ' L J H V W L E O H   % L W H V ´

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

Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
-

5. Group Processing of New Information	
During breaks in the presentation of content, the teacher engages students in actively processing new information.	Notes

Teacher Evidence
 ˆ Teacher has group members summarize information
 ˆ Teacher employs formal group processing strategies
  x Jigsaw
  x Reciprocal teaching
  x Concept attainment	

Scale					
	Innovating (4)	Applying (3)			
Group processing of new information	Adapts and creates new strategies for unique student needs and situations	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance V W X G H Q			

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

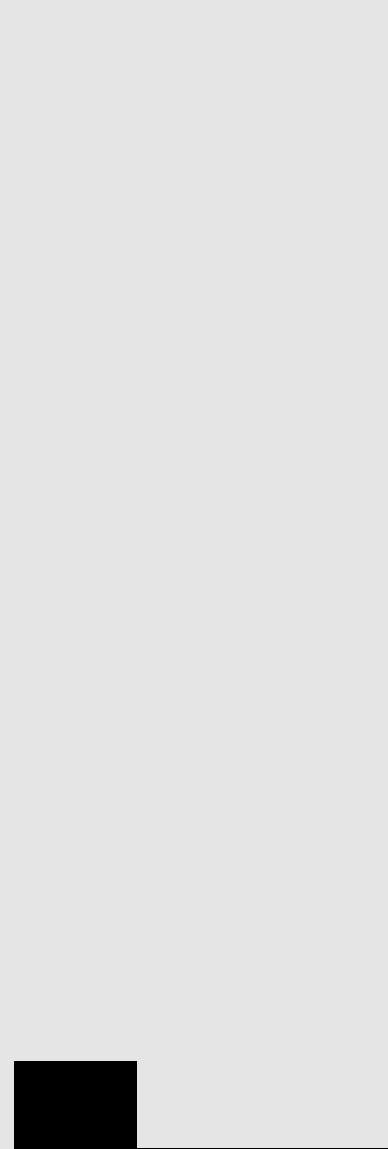| 9. Reviewing Content	
The teacher engages students in a brief review of content that highlights the critical information.	Notes • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence
ˆ Teacher begins the lesson with a brief review of content
ˆ Teacher uses specific strategies to review information
    x Summary
    x Problem that must be solved using previous information
    x Questions that require a review of content
    x Demonstration
    x Brief practice test or exercise
	Student Evidence
	ˆ When asked, students can describe the previous content on which new lesson is based
	ˆ Student responses to class activities indicate that they recall previous content

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reviewing content	Adapts and creates new strategies for unique student needs and situations	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recal and describe previous content	Engages students in a brief review of content that highlights the critical information	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibted

10. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledg	Notes
	• Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence	Student Evidence

ˆ Teacher organizes students into groups w the expressed idea of deepening their knowledge of informational content
ˆ Teacher organizes students into groups w the expressed idea of practicing a skill, strategy, or process
	ˆ When asked students explain how the group work supports their learning
	ˆ While in groups students interact in explic ways to deepen their knowledge of informational content or practice a skill, strategy, or process
	    x Asking each other questions
	    x Obtaining feedback from their peer

Scale

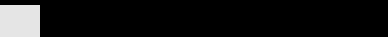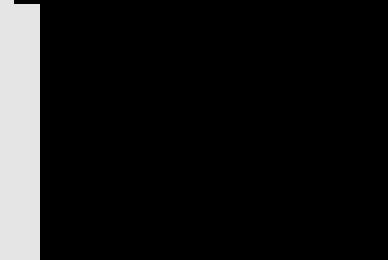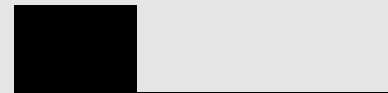|	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations	Organize students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning	Organize students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

12. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.	Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence	Student Evidence

ˆ Teacher engages students in activities that require students to examine similarities and differences between content
   x Comparison activities
   x Classifying activities
   x Analogy activities
   x Metaphor activities
ˆ Teacher facilitates the use of these activities to help students deepen their understanding content
   x Ask students to summarize what they have learned from the activity
   x Ask students to explain how the activity has added to their understanding
	ˆ Student artifacts indicate that their knowledge has been extended as a result of activity
	ˆ When asked, about the activity, student responses indicate that they have deepened their understanding
	ˆ When asked, students can explain similarities and differences
	ˆ Student artifacts indicate that they can identify similarities and differences

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge	When content is informational engages students in activities that require them to examine similarities and differences	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

14. Practicing Skills, Strategies, and Processes	
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.	Notes
	• Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence
ˆ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute skill, strategy, or process
   x Guided practice if students cannot perform the skill, strategy, or process independently
   x Independent practice if students can perform the skill, strategy, or process independently
	Student Evidence
	ˆ Students perform the skill, strategy, or process with increased confidence
	ˆ Students perform the skill, strategy, or process with increased competence

Scale					
	Innovating				

15. Revising Knowledge	
The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	<u>Notes</u> • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

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

Notes

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

Scale					
	Innovating (4)	Applying (3)			

17.

18. Providing Resources and Guidance	
The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	Notes
	• Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence	Student Evidence
ˆ Teacher makes himself/herself available to students who need guidance or resources x Circulates around the room x Provides easy access to himself/herself ˆ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks ˆ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students	ˆ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks ˆ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale					
	In				

Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing and Reacting When Students Are Not Engaged	
The teacher scans the room making note of when students are not engaged and takes over action.	Notes

- Innovating (4)
- Applying (3)
- Developing (2)
-

3. Managing Response Rates During Questioning	
The teacher uses response rates techniques maintain student engagement in questions.	Notes
Teacher Evidence ˄ Teacher uses wait time ˄ Teacher uses response cards ˄ Teacher has students use hand signals to respond to questions ˄ Teacher uses choral response ˄ Teacher uses technology to keep track of V W X G H Q W V ¶ U H V S R Q V H V ˄ Teacher uses response chaining	

Scale					
	Innovating (4)	Applying (3)			

6. Demonstrating Intensity and Enthusiasm	

	Notes
The teacher demonstrates intensity and enthusiasm for the content in a variety of way	• Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable

Teacher Evidence	Student Evidence

ˆ Teacher describes personal experiences th relate to the content
ˆ Teacher signals excitement for content by
  x Physical gestures
  x Voice tone
  x Dramatization of information
ˆ Teacher overtly adjusts energy level
	ˆ When asked, students say that the teach ³OLNHV WKHQ R³OLNNH W WI
	ˆ 6WXGHQWV¶ DWWHQWLF the teacher demonstrates enthusiasm and intensity for the content

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which VWXGHQ engagement increases	Demonstrates intensity and enthusiasm for the content in a variety of ways	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
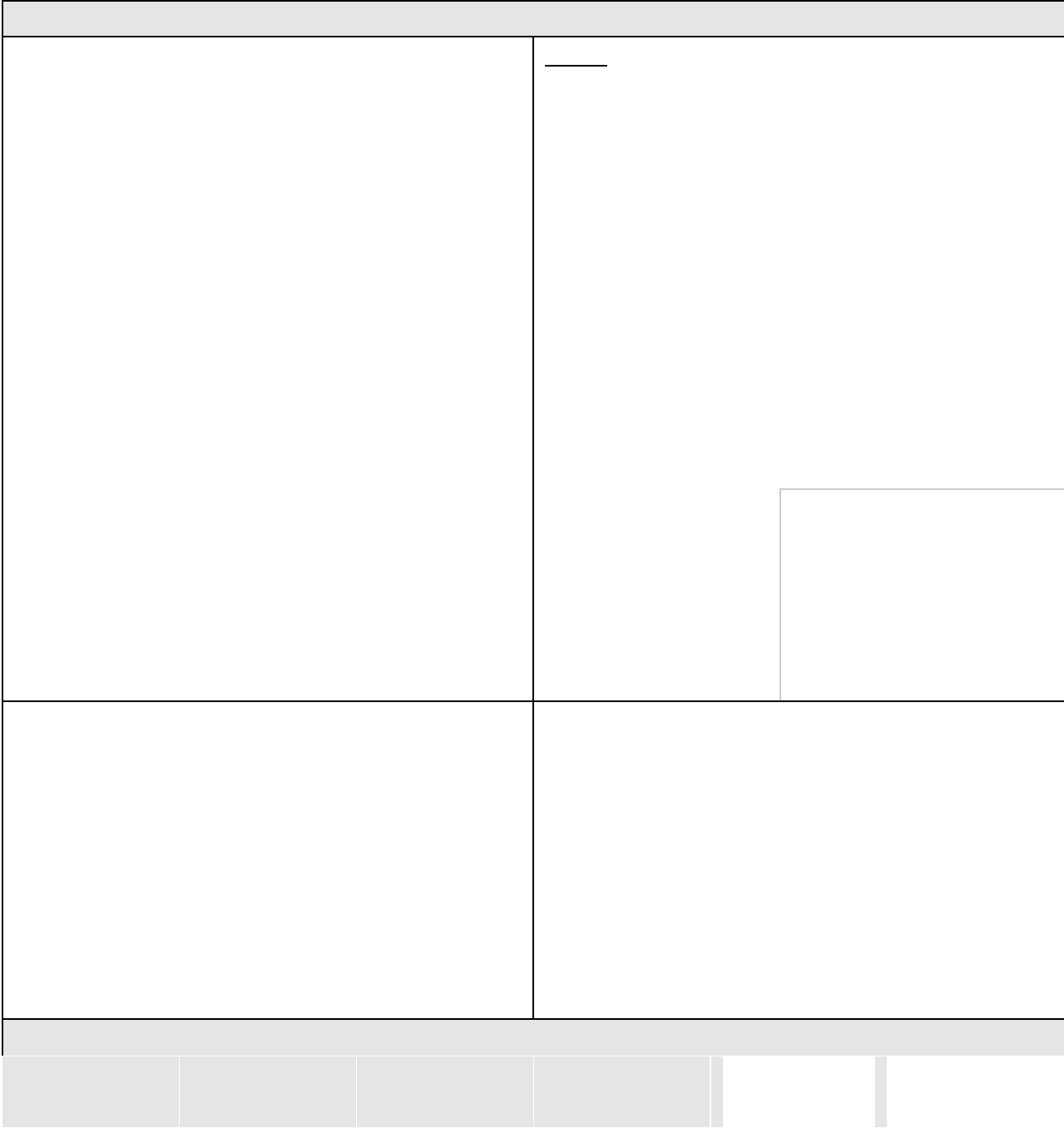
8. Providing Opportunities for Students to Talk About Themselves					

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

<u>Notes</u>

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence

ˆ Teacher is aware of student interests and makes connections between these interests class content

ˆ Teacher structures activities that ask students to make connections between the content and their personal interests

ˆ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

ˆ Students engage in activities that require them to make connections between their personal interests and the content

ˆ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
			Provides students with opportunities to relate what is being addressed in class to their personal interests	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

11. Applying Consequences		
The teacher applies consequences for not following rules and procedures consistently and fairly.	Notes	• Innovating (4) • Applying (3) • Developing (2) • Beginning (1) •

Design Question #8: What will I do to establish and maintain effective relationships with students?

13. Understanding Students' Interests and Background	
The teacher uses students' interests and background to produce a climate of acceptance and community.	Notes
Teacher Evidence ˆ Teacher has side discussions with students about events in their lives ˆ Teacher has discussions with students about topics in which they are interested	

14. Using Behaviors that Indicate Affection for Students	
When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.	Notes

15. Displaying Objectivity and Control	
The teacher behaves in an objective and controlled manner.	Notes
Teacher Evidence ˆ Teacher does not exhibit extremes in positive or negative emotions ˆ Teacher addresses inflammatory issues and events in a calm and controlled manner ˆ Teacher interacts with all students in the same calm and controlled fashion ˆ Teacher does not demonstrate personal offense at student misbehavior	

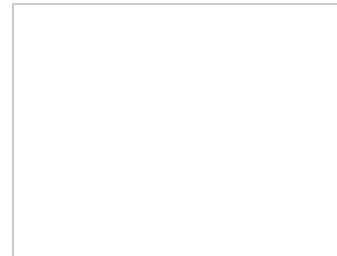| Scale					
	Innovating				

17. Asking Questions of Low-Expectancy Students	
The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.	Notes

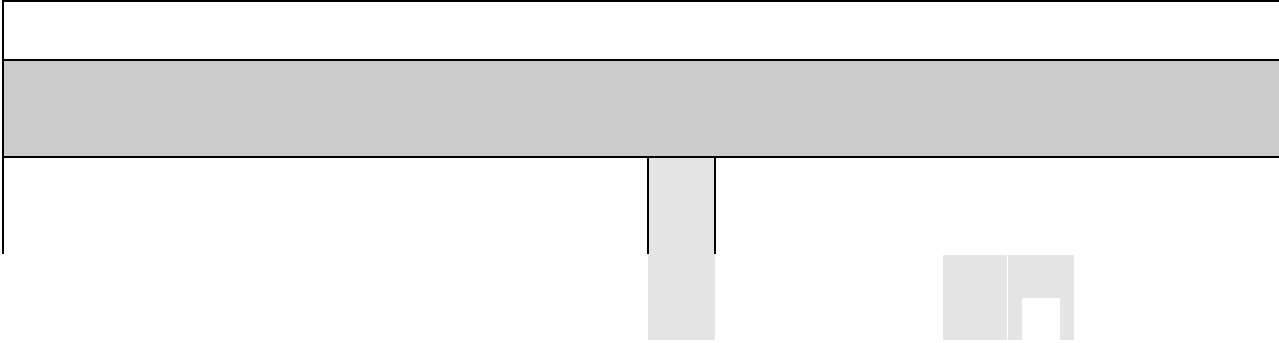|					

Appendix B

Teacher Domain 1

Observational Protocol (Short Form)

I. Lesson Segments Involving Routine Events
Design Question #1: What will I do to establish and communicate learning goals, track stu progress, and celebrate success?

1. Providing clear learningoals a
measure those goals (e.g., the t
or reminds students about a spe

Design Question #4: What will I do to help students generate and test hypotheses about r knowledge?							
16. Organizing students for cognitively complex tasks (e.g., the teachers organizes students into small groups to facilitate cognitively complex tasks)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., the teacher engages students in decision making tasks, problem solving tasks experimental inquiry tasks, investigation task	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)
18. Providing resources and guidance (e.g., t teacher makes resources available that are specific to cognitively complex tasks and hel students execute such tasks)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

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9. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)

Design Question #9: What will I do to communicate high expectations for all students?						
16. Demonstrating value and respect for low expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high expectancy students)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
17. Asking questions of low expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high expectancy students)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)
18. Probing incorrect answers with low expectancy students (e.g., the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high-expectancy students)	Notes	I (4)	A (3)	D (2)	B (1)	NU (0)

Appendix C

Teacher Domain 1

Observational Protocol (Snapshot Form)

Lesson Segments That Are Enacted on the Spot

‡ : K D W   L V   W K H   W H D F K H U   G R L Q J   W R   H Q J D J H   V W X G H Q

‡ : K D W   L V   W K H   W H D F K H U   G R L Q J   W R   U H F R J Q L] H   D Q G
classroom rules and procedures?

‡ : K D W   L V   W K H   W H D F K H U   G R L Q J   W R   H V W D E O L V K   D Q G

‡ : K D W   L V   W K H   W H D F K H U   G R L Q J   W R   F R P P X Q L F D W H   K

Appendix D

Teacher Domain 2

Planning and Preparing
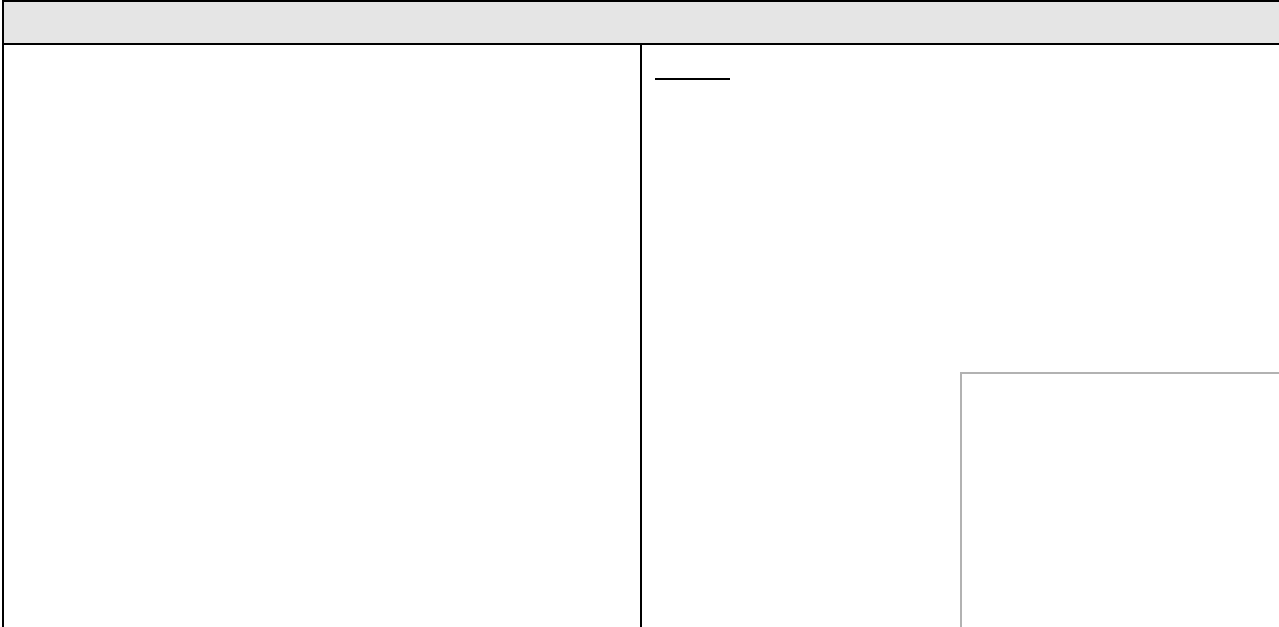
Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources	
The teacher identifies the available traditiona resources (materials and human) for upcom units and lessons.	Notes
Planning Evidence ˆ The p2 0Span <</MCID 1 >>BDC q re W	

Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners	
The teacher prvides for the needs of English 16.664g9(s)B8uf15t(g)71e.NVoter Tm [T 12uT EM	Notes

2. Needs of Special Education Students	
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education stude	Notes • Innovating (4) • Applying (3) • Developing (2) • Beginning (1) • Not Using (0) • Not Applicable
Planning Evidence ˆ The plan describes accommodations and modifications that must be made for individu special education students or groups of stud according to the Individualized Education Program (IEP) for a lesson ˆ The plan describes the accommodations a modifications that must be made for individua special education students or groups of stud according to the IEP for a unit of instruction	Teacher Evidence ˆ When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for lesson ˆ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Needs of special education students	The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of special education students but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity.

Appendix E

Teacher Domain 3

Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness		

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments, and segments that are enacted on spot).

Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence

ˆ The teacher identifies specific areas of strengths and weaknesses within Domain 1

ˆ The teacher keeps track of specifically identified focus areas for improvement within Domain 1

ˆ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1

ˆ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

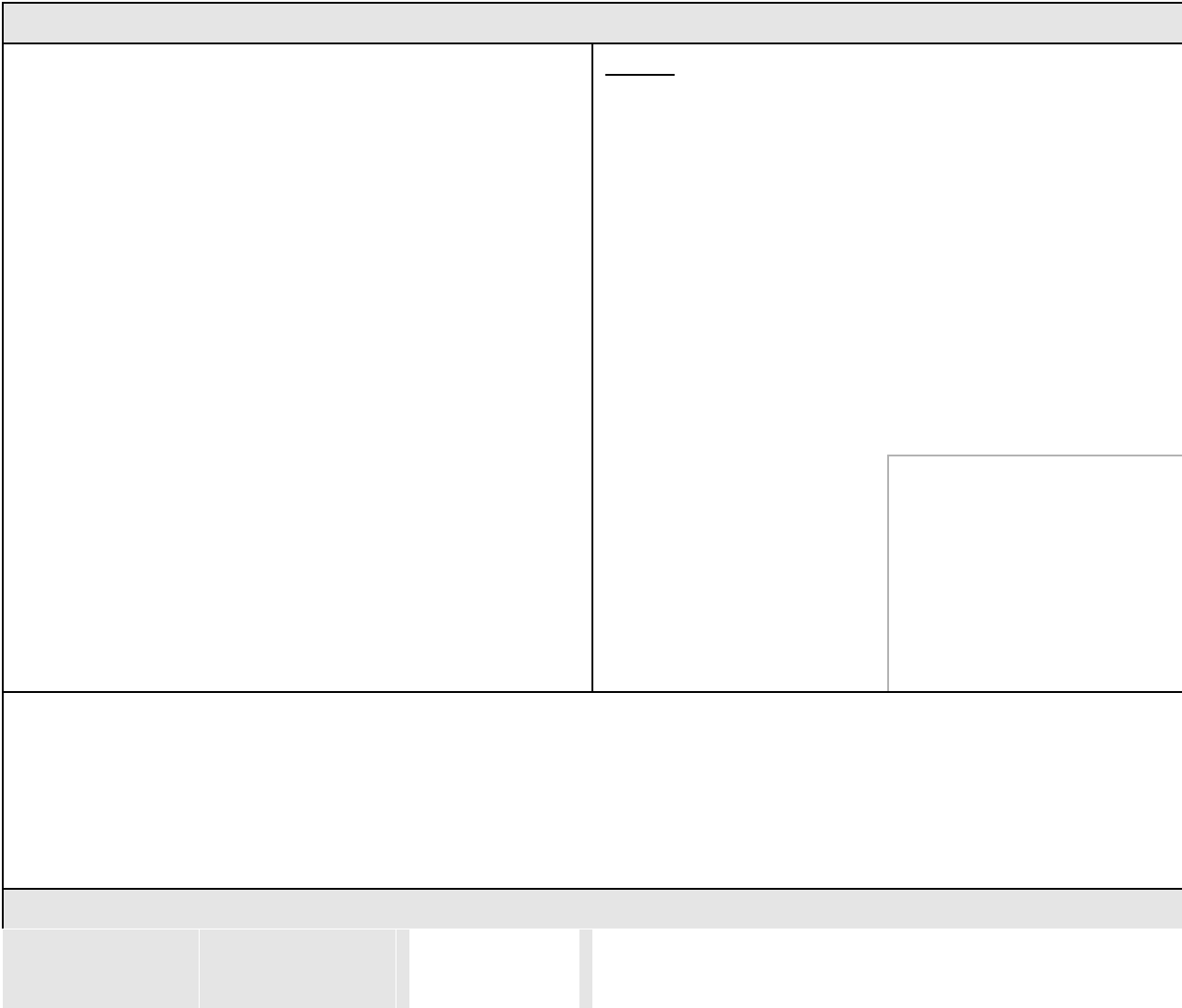|	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying areas of pedagogical strength and weakness	The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Evaluating the Effectiveness of Individual Lessons and Units					

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence

ˆ The teacher gathers and keeps records of his or her evaluations of individual lessons a

ˆ When asked, the teacher can explain the strengths and weaknesses of specific lessons units

ˆ When asked, the teacher can explain the content of the assessment tasks and the learning goals

ˆ When asked, the teacher can explain how the assessment tasks help track student pro toward the learning goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Evaluating the effectiveness of individual lessons and units	The teacher is a recognized leader in helping others with this activity.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence

Promoting a Positive Environment

1. Promoting Positive InteractionsAbout

2. Promoting Positive Interactions About Students and Parents		

The teacher interacts with students and pare | Notes

in a positive manner to foster learning and
promote positive home/school relationships.

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence

ˆ The teacher fosters collaborative partnerships with parents to enhance student success
manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust

ˆ The teacher uses consistent and digitally communication with Parents regarding stude
expectations, ¥odFPveloping (2)

2. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

1. Adhering to District and School Rules and Procedures	
7 K H W H D F K H U L V D Z D U H R V F K R R O ¶ V U X O H V D Q G S U them.	Notes
	• Innovating (4) •

2. Participating in District and School Initiatives

7 K H W H D F K H U L V D Z D U H R V F K R R O ¶ V L Q L W L D W L Y H V accordance with his or her talents and availability.	Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

Teacher Evidence
^