Early Childhood and Parenting (ECAP) Collaborative

The Developmental Stages of Teachers[1]

Lilian G. Katz

The concept of development and associated developmental stages has a long history in the field of child development and early childhood education. However, several postmodern scholars have argued that the concept of development is of doubtful validity (Burman, 1994; Grieshaber & Cannella, 2001). As it is used here, the term *development* is used to indicate that both thought and behavior are learned in some kind of sequence and become increasingly adaptive to the tasks at hand and to the environment. In other words, no one can begin a professional role-such as a teacher or physician-as a veteran; in most cases, competence improves with experience and the knowledge and practice that come with it. It is unlikely that any experienced teacher believes and feels that he or she was more competent during the first month or year of teaching than during the fifth month or year, all other things being equal. Therefore, it seems to me meaningful as well as useful to think of teachers as having developmental sequences or stages in their professional growth patterns (Katz & Weir, 1969). The purpose of the present discussion is to suggest the tasks and training needs associated with each developmental stage and to consider the implications for the timing and location of training efforts that might be most responsive to the nature of the stages.

Stage I: Survival

Developmental Tasks

During the survival stage, which may last throughout the first full year of teaching, the teacher's main concern is whether or not she [2] can *survive* the daily challenges of carrying responsibility for a whole group of young children and their growth, development, and learning. This preoccupation with survival may be expressed to the self in terms such as "Can I get through the day in one piece? Without losing a child? Can I make it until the end of the week-to the next vacation? Can I really do this kind of work day after day after day? Will I be accepted by my colleagues?" Such questions are well expressed in Ryan's (1970) enlightening collection of accounts of first-year teaching experiences.

The first full impact of responsibility for a group of immature but vigorous young children (to say nothing of encounters with their parents) inevitably provokes some teacher anxieties. The discrepancies between anticipated successes and classroom realities may very well intensify feelings of inadequacy and unpreparedness.

Training Needs

During this survival period, the teacher is most likely to need support, understanding, encouragement, reassurance, comfort, and guidance. She needs direct help with specific skills and insight into the complex causes of behavior-all of which must be provided at the classroom site. On-site trainers may be principals, senior staff members, advisors, consultants, directors, or other specialized and experienced program assistants. Training must be constantly and readily available from someone who knows both the trainee and her teaching context well. The trainer/mentor should have enough time and flexibility to be on call as needed by the trainee. Schedules of periodic visits that have been arranged in advance cannot be counted on to coincide with trainees' crises, although visits may frequently be helpful. Cook and Mack (1971) describe the British pattern of on-site training given to teachers by their headmasters (principals). Armington (1969) also describes how advisors can meet these teacher needs on site at times of stress or during moments of crisis.

Stage II: Consolidation

Developmental Tasks

By the end of the first year-give or take a month or two-the teacher has usually come to see herself as capable of surviving immediate daily crises. She is now likely to be ready to consolidate the overall gains made during the first stage and to differentiate specific tasks and skills to be mastered next. During Stage II, teachers usually begin to focus on individual children and problem situations. This focus may take the form of looking for answers to such questions as "How can I help a clinging child? How can I help a particular child who does not seem to be learning? Are there some more effective ways to handle transition times?" These questions are now differentiated from the

general survival issues of keeping the whole class running smoothly.

During Stage I, the neophyte acquires a baseline of information about what young children of a given age are like and what to expect of them. By Stage II, the teacher is beginning to identify individual children whose behavior departs from the pattern of most of the children she knows. Thus she identifies the more unusual or exceptional patterns of behavior that have to be addressed to ensure the steady progress of the whole class.

Training Needs

During this stage, on-site training continues to be valuable. A trainer can help the teacher by engaging in joint exploration of an individual problem case. Take, for example, the case of a young preschool teacher eager to get help who expressed her problem in the question "How should I deal with a clinging child?" An on-site trainer can, of course, observe the teacher and child *in situ* and arrive at suggestions and tentative solutions fairly quickly. However, without firsthand knowledge of the child and the context, an extended give-and-take conversation between teacher and trainer or mentor may be the best way to help the teacher interpret her experience and move toward a solution of the problems in question. The trainer might ask the teacher such questions as "What strategies have you tried so far? Can you give an example of some experiences with this particular child during this week? When you did such and such, how did the child respond?"

In addition, during this stage, the need for information about specific children or problems that young children present suggests that learning to use a wider range of resources would be timely. Psychologists, social and health workers, and other specialists can strengthen the teacher's skills and knowledge at this time. Exchanges of information and ideas with more experienced colleagues may help a teacher master the developmental tasks of this stage. Opportunities to share feelings with other teachers in the same stage of development may help to reduce some of the teacher's sense of personal inadequacy and frustration.

Stage III: Renewal

Developmental Tasks

Often during the third or fourth year of teaching, the teacher begins to tire of doing the same things, offering the same activities, and celebrating the same sequence of holidays. She may begin to ask more questions about new developments in the field: "What are some new approaches to helping children's language development? Who is doing what? Where? What are some of the new materials, techniques, approaches, and ideas being developed these days?" It may be that what the teacher has been doing for each annual cohort of children has been quite adequate for them, but that she herself finds the recurrent Valentine cards, Easter bunnies, and pumpkin cut-outs insufficiently interesting! If it is true that a teacher's own interest and commitment to the projects and activities she provides for children contribute to their educational value, then her need for renewal and refreshment should be taken seriously.

Training Needs

During this stage, teachers are likely to find it especially rewarding to meet colleagues from different programs on both formal and informal occasions. Teachers in this developmental stage are particularly receptive to experiences in local, regional, and national conferences and workshops, and they profit from membership in professional associations and participation in their meetings. Teachers are now widening the scope of their reading, scanning numerous magazines and journals, viewing films and videotapes, and using the Internet as a source of fresh ideas. Perhaps during this period, they may be ready to take a close look at their own classroom teaching through videotaping themselves at work and reviewing the tapes alone or with colleagues. This is also a time when teachers welcome opportunities to visit other classes, programs, and demonstration projects. Concerns about how best to assess young children's learning, and how to report and document it, are also likely to blossom during this period.

Perhaps it is at this stage that teacher centers had the greatest potential value (Silberman, 1971; Bailey, 1971). Teacher centers were once places where teachers gathered together to help each other learn or re-learn skills, techniques, and methods; to exchange ideas; and to organize special workshops. From time to time, specialists in curriculum, child growth, or any other area of concern identified by the teachers were invited to the center to meet with them and focus on their concerns.

Stage IV: Maturity

Developmental Tasks

Maturity may be reached by some teachers within three years, by others in five or more. The teacher at this stage is likely to have come to terms with herself as a teacher and to have reached a comfortable level of confidence in her own competence. She now has enough perspective to begin to ask deeper and more abstract questions, such as "What are my historical and philosophical roots? What is the nature of growth and learning? How are educational decisions made? Can schools change societies? Is early childhood teaching really a profession?" Perhaps she has asked these questions before. But with experience, the questions represent a more meaningful search for insight, perspective, and realism.

Training Needs

Throughout maturity, teachers benefit from opportunities to participate in conferences and seminars and perhaps to work toward an advanced degree. Mature teachers welcome the chance to read widely and to interact with educators working on many problem areas on many different levels. Training sessions and conference events that Stage-II teachers enjoy may be very tiresome to the Stage-IV teacher. Similarly, introspective, in-depth discussions enjoyed by Stage-IV teachers may lead to restlessness and irritability among the beginning teachers in Stage I.

Summary

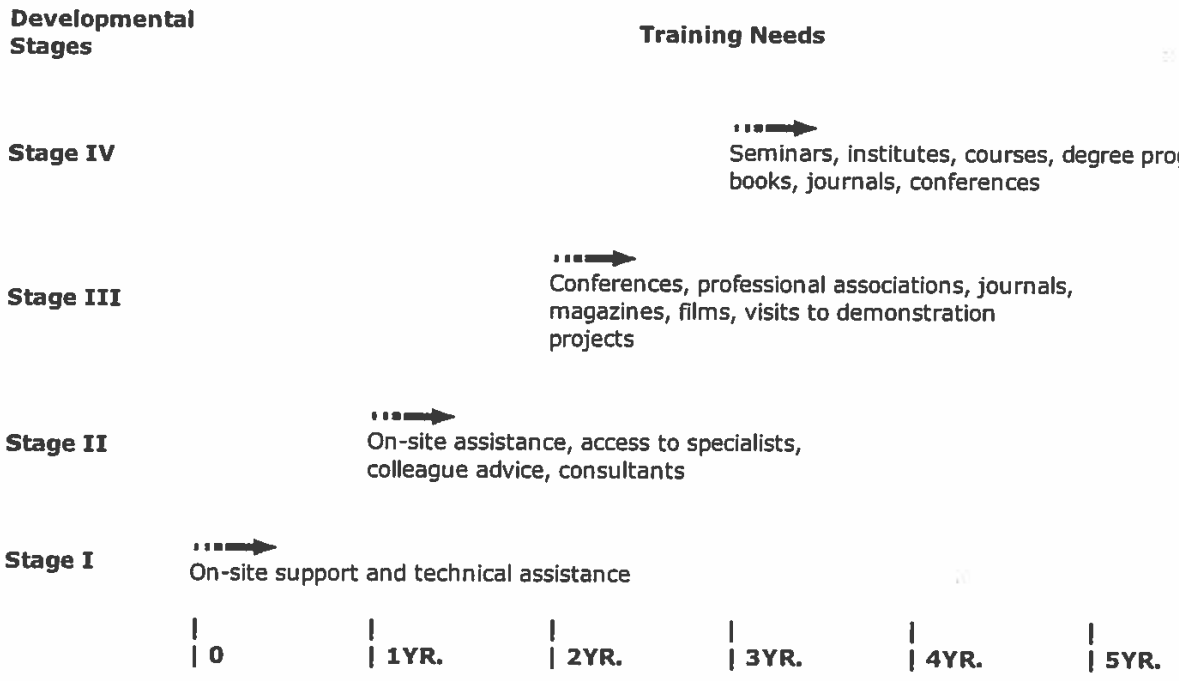

Figure 1. Stages of Development and Training Needs of Preschool Teachers.

In the above outline, four dimensions of training for teaching have been suggested: (1) developmental stages of the teacher, (2) training needs of each stage, (3) location of the training, and (4) timing of training:

Developmental Stage of the Teacher. It is useful to think of the growth of teachers as occurring in stages, linked very generally to experience gained over time.

Training Needs of Each Stage. The training needs of teachers change as experience accrues. For example, the issues dealt with in the traditional social foundations courses do not seem to address themselves to the early survival problems that are critical to the inexperienced. However, for the maturing teacher, attention to those same issues may help to deepen her understanding of the larger context in which she is trying to be effective.

Location of Training. The location of training can be moved as the teacher develops. At the beginning of the new teacher's career, training resources are most likely to be helpful when they are taken to her. In that way, training can be responsive to the particular (and possibly unique) developmental tasks and working situation, as well as the cultural context that the trainee faces in her classroom, school, and neighborhood. Later, as the teacher moves beyond the survival stage, training can move away from the school to a training facility or a college campus.

Timing of Training. The timing of training should be shifted so that more training is available to the teacher on the job. Many teachers say that their preservice education has had only a minor influence on what they do day-to-day in their classrooms; this claim suggests that strategies acquired before employment will often not be retrieved under the pressures of the actual classroom and school situation. It is interesting to note that the outstanding practices to be observed in the small Italian city of Reggio Emilia that are admired worldwide are implemented by teachers with only a high school education, but with extensive and intensive on-site inservice training and support (Filippini, 1993).

However, even though it is often said that experience is the best teacher, we cannot assume that experience teaches what the new trainee should learn. To guide this learning, two of the major roles of the mentor and teacher trainer and educator are to make sure that the beginning teacher has *informed* and *interpreted* experience.

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[1] This paper was first published in 1972 under the title "The Developmental Stages of Preschool Teachers" in *Elementary School Journal* [73(1), 50-54]. It was revised and reprinted in 1995 as "The Developmental Stages of Teachers" in *Talks with Teachers of Young Children: A Collection* (Stamford, CT: Ablex). This version has undergone further revisions, though the same central ideas are presented.

[2]The female pronoun is used throughout this discussion in as much as most adults who work with young children are females. It is hoped that the proportion of males among teachers of young children will increase substantially in the near future.

Early Childhood and Parenting Collaborative
Department of Special Education
College of Education
University of Illinois at Urbana-Champaign

Children's Research Center
51 Gerty Drive; Champaign, IL 61820-7469
Phone: (217) 333-1386 or (877) 275-3227
Send comments to ECAP.

TEACHER TURNOVER IN SOUTH CAROLINA

SC District or Special School	Teacher Turnover Rates				
	2022-23	2021-22	2020-21	2019-20	2018-19
Abbeville	14.8	16.7	11.4	6.7	10.1
Aiken	14.1	15.0	12.1	9.0	15.0
Allendale	8.6	28.2	22.4	29.1	19.7
Anderson 1	12.2	10.7	8.5	7.5	10.0
Anderson 2	8.7	12.2	13.5	7.8	15.6
Anderson 3	10.2	16.7	15.7	10.8	15.2
Anderson 4	11.8	8.9	6.1	16.3	20.3
Anderson 5	16.6	16.9	16.2	11.9	16.8
Bamberg*	24.6	12.5	10.0	14.1	14.7
Barnwell 45	16.0	10.9	12.5	9.9	18.0
Barnwell 48*	21.8	20.4	17.7	22.7	37.5
Beaufort	15.7	20.3	10.7	12.1	13.6
Berkeley	15.7	19.4	9.8	11.4	14.1
Calhoun	16.4	12.0	7.8	10.8	9.7
Charleston	16.9	19.8	10.7	13.3	16.0
Charter Institute at Erskine	16.1	19.7	15.4	22.4	N/A
Cherokee	10.7	11.2	6.7	8.9	11.5
Chester	18.0	16.8	16.6	16.2	17.6
Chesterfield	13.2	10.8	10.4	9.1	11.6
Clarendon*	21.9	20.3	16.2	14.5	23.6
Colleton	24.9	18.4	12.3	12.8	19.6
Darlington	17.4	15.5	12.5	11.2	13.1
Dillon 3	16.7	12.8	9.0	8.3	12.6
Dillon 4	17.9	10.6	8.4	8.6	12.6
Dorchester 2	15.0	19.2	10.6	12.8	15.6
Dorchester 4	17.4	24.3	9.1	13.8	18.7
Edgefield	21.0	12.7	8.9	9.5	10.8
Fairfield	12.4	18.4	6.6	11.0	16.8
Florence 1	17.3	16.0	11.3	15.0	13.8
Florence 2	9.6	4.1	5.3	8.0	10.8
Florence 3	21.3	21.9	17.1	21.9	20.9
Florence 5	8.6	9.8	3.7	3.8	9.9
Georgetown	17.1	17.5	10.0	11.0	15.4
Greenville	10.7	14.1	7.7	10.2	11.0
Greenwood 50	12.3	12.8	9.1	10.1	13.2
Greenwood 51	27.1	16.9	7.9	13.1	23.1
Greenwood 52	11.6	9.4	13.5	10.8	12.8
Hampton*	5.4	14.9	14.2	19.0	16.6
Horry	9.1	18.9	5.6	6.3	8.6
Jasper	26.5	35.8	32.7	24.6	17.8
Kershaw	14.9	12.5	8.5	8.7	12.3
Lancaster	13.8	17.8	9.0	11.8	11.9
Laurens 55	22.0	18.5	12.3	13.7	16.2
Laurens 56	12.9	12.9	7.9	15.6	10.3
Lee	19.3	22.5	15.1	20.5	30.4
Lexington 1	11.5	11.8	9.0	8.5	9.5
Lexington 2	20.9	19.7	12.6	13.1	15.5
Lexington 3	25.2	16.6	9.4	10.6	9.0
Lexington 4	14.8	11.0	10.7	16.7	19.5
Lexington-Richland 5	1.2	12.8	7.1	8.2	11.4
Limestone Charter Association	33.6	N/A	N/A	N/A	N/A
Marion	25.6	21.2	16.4	21.3	27.0
Marlboro	19.9	17.8	19.3	17.9	18.2
McCormick	21.4	22.2	14.3	23.1	22.2

TEACHER TURNOVER IN SOUTH CAROLINA

SC District or Special School	Teacher Turnover Rates				
	2022-23	2021-22	2020-21	2019-20	2018-19
Newberry	15.8	11.6	9.0	9.1	14.1
Oconee	14.3	12.0	6.9	8.3	9.8
Orangeburg*	16.7	20.2	13.8	13.9	16.5
Pickens	10.0	11.8	8.0	8.9	13.2
Richland 1	22.5	17.4	11.1	17.9	16.3
Richland 2	18.1	18.8	11.7	14.0	15.5
Saluda	22.4	19.4	12.4	13.6	18.7
SC Public Charter School District	31.9	22.7	32.8	16.9	39.1
Spartanburg 1	11.1	11.6	7.1	7.1	9.8
Spartanburg 2	14.2	14.0	9.5	9.5	9.0
Spartanburg 3	12.4	12.0	6.3	19.6	16.0
Spartanburg 4	11.9	10.0	11.0	6.9	14.9
Spartanburg 5	11.8	10.9	6.4	10.1	10.5
Spartanburg 6	11.6	9.3	6.1	11.3	10.7
Spartanburg 7	17.6	14.6	13.6	13.3	14.9
Sumter	17.4	16.3	9.1	12.2	12.6
Union	18.1	15.0	11.3	7.3	15.5
Williamsburg	38.3	18.8	16.1	18.7	27.0
York 1	13.5	18.1	9.0	7.2	15.1
York 2	11.7	14.1	6.3	8.8	9.9
York 3	16.1	16.9	10.7	12.3	14.3
York 4	11.5	16.4	9.0	9.5	11.6
Palmetto Unified	16.0	16.4	2.0	2.3	17.8
SC Department of Juvenile Justice	35.6	14.8	9.7	9.7	15.2
SC Governor's School for Agriculture	16.7	N/A	N/A	N/A	N/A
SC School for the Deaf & Blind	10.1	18.6	8.6	5.3	5.3
South Carolina	10.3	12.9	6.6	7.3	9.0

SOURCE: SC Department of Education, 2019-2023 District Report Cards

NOTES: District turnover rates are calculated based on the numbers of teachers who did not return (for any reason) from the previous year to teach in the same district. Statewide turnover includes teachers who left the state and those who moved into a non-teaching position within the state; it does not include teachers who move from one SC district to another. Teachers with full-time equivalency (FTE) of 1.0 or more and contract length of at least 185 days were included in these calculations. "Teachers" are defined as those with position codes 3-9, 17, and 46.

Position Codes

3 = Special Education (Itinerant)

4 = Prekindergarten (Child Development)

5 = Kindergarten

6 = Special Education (Self-Contained)

7 = Special Education (Resource)

8 = Classroom Teacher

9 = Retired or Post-TERI Teacher

17 = Speech Therapist

46 = Purchased-Service Teacher (full-time only)

*These districts experienced a consolidation during the span of school years listed above. For transition years when turnover rates were not available, average rates were calculated using data from individual districts before the consolidations occurred.

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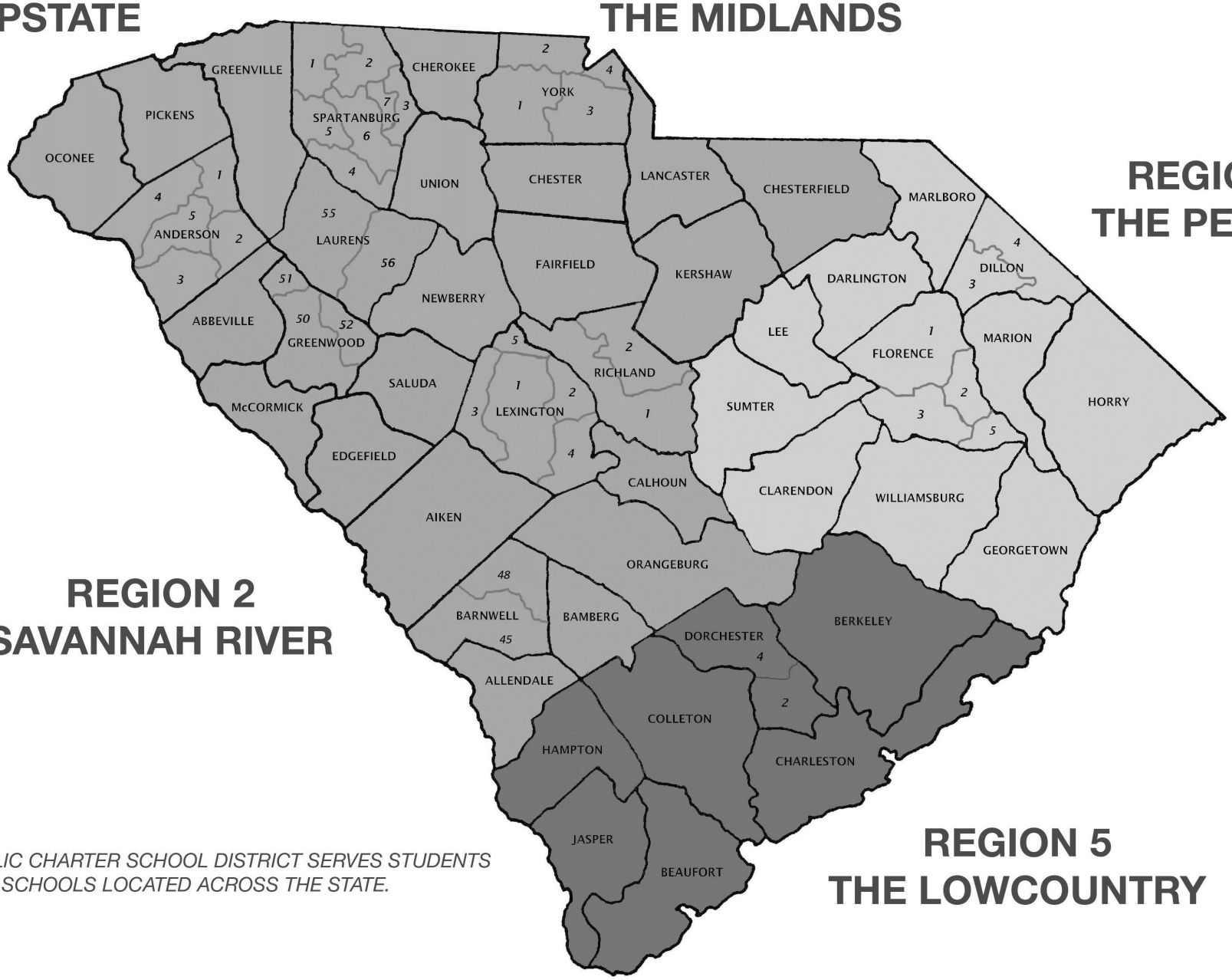
THE UPSTATE

REGION 3
THE MIDLANDS

REGION 4
THE PEE DEE



REGION 2
SAVANNAH RIVER

REGION 5
THE LOWCOUNTRY

THE SC PUBLIC CHARTER SCHOOL DISTRICT SERVES STUDENTS IN SCHOOLS LOCATED ACROSS THE STATE.

CERRA REGIONAL MAP

Social/Emotional Needs of Beginning Teachers

Social/emotional needs of beginning teachers ideally have to be met before any quality instruction can take place. Teachers need to feel valued as an integral part of something meaningful. They need to be heard and made to feel that their struggles are valid and that they are important members of an institutional system that fosters support and development. Establishing personal connections is also necessary in meeting social/emotional needs. Many beginning teachers are new to the area, some may have no family or friends nearby, and others may be away from their home for the very first time. These are all possible scenarios that a mentor must be prepared to handle and able to help the beginning teacher find his/her place in the school and in the community.

Social/emotional needs can be viewed as basic needs, like in Maslow's hierarchy of needs. These basic, lower-level needs must be reasonably satisfied before meeting more advanced, higher-level needs – creativity, problem-solving, lack of prejudice, etc. – that are often instructional in nature.

The following bulleted list includes potential social/emotional needs of beginning teachers, but should not be considered an all-inclusive list.

<u>Social/Emotional</u>

- Need to feel valued
- Relational connections
- Location of resources – people or materials
- Sense of efficacy

Physical Needs of Beginning Teachers

Physical needs of beginning teachers are centered on structure, culture, policies, and procedures. The term physical, in this sense, does not refer to the "body." It refers to the "building" – the procedural, structural, and operational aspects of the building. Teachers must understand how the school operates outside of instruction – the "who's" and "how's" of the school. Whom do I call if I need a restroom break during class? How do I secure a substitute teacher when I have an upcoming doctor's appointment? Beginning teachers also need to be made aware of school culture. This could mean informing them about the level of support to expect from administration when it comes to teachers pursuing professional development opportunities or the level of parental involvement occurring throughout the school. A mentor should also be prepared to communicate district policies and procedures with beginning teachers, particularly those that may not be fully enforced in the school or those that are not necessarily written in a handbook, but are just "understood."

Physical needs can be viewed as basic needs, like in Maslow's hierarchy of needs. These basic, lower-level needs must be reasonably satisfied before meeting more advanced, higher-level needs – creativity, problem-solving, lack of prejudice, etc. – that are often instructional in nature.

The following bulleted list includes potential physical needs of beginning teachers, but should not be considered an all-inclusive list.

<u>Physical</u>

- Culture – professional learning communities, institutional support
- School/district structure and policies – procedural issues outside of instruction, administrative procedures
- Location of resources – people or materials
- Professionalism – school norms related to dress codes, on-time behaviors, cell phone use, computer use, teacher-student interactions

Instructional Needs of Beginning Teachers

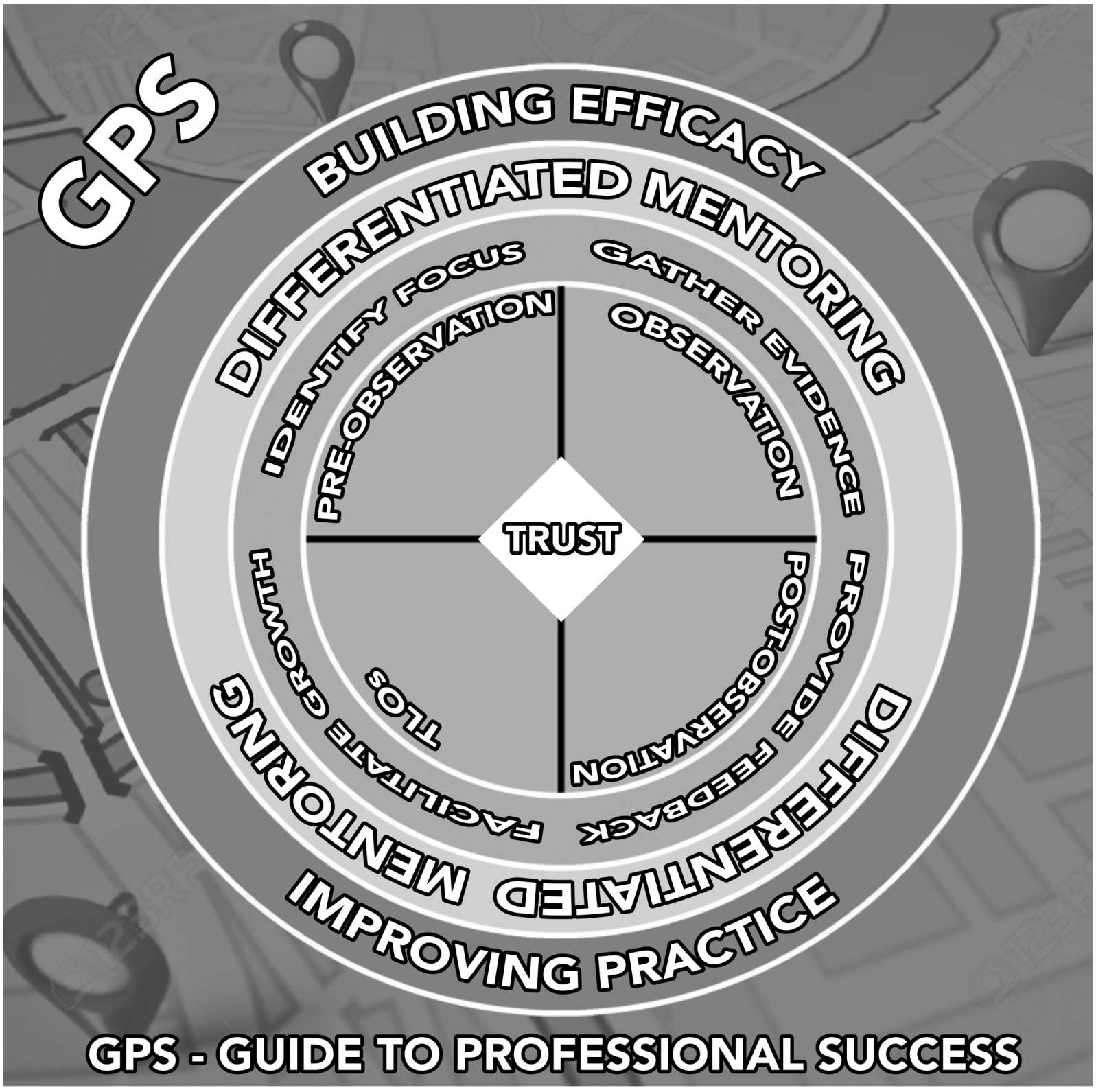
The instructional needs category is immense as it pertains to the more advanced, higher-level needs of a beginning teacher, such as creativity, problem-solving, differentiation, lack of prejudice, etc. It includes any needs a teacher has that affect his/her ability to plan lessons effectively, deliver quality instruction to every student in the classroom, and assess learning. Instructional needs also include topics such as building relationships with parents and students, scheduling, and grading. An instructional need could be related to help with locating materials for a particular lesson, or it could involve assistance with teaching a group of special education students who are in the class.

Due to recent changes in our teacher evaluation systems, beginning teachers may need their mentors to help with writing Student Learning Objectives (SLOs). Like in Maslow's hierarchy of needs, once these instructional needs are satisfied and beginning teachers begin to gain self-esteem and confidence in the classroom, they will begin to develop a sense of efficacy. Teachers who have a sense of efficacy are more likely to exhibit the specific teaching behaviors that foster their own professional growth and the academic growth of their students. Efficacy is, therefore, one of the overarching goals of any mentoring relationship.

The following bulleted list includes potential instructional needs of beginning teachers, but should not be considered an all-inclusive list.

<u>Instructional</u>

- Support for data analysis/writing SLOs
- Instructional support – instructional technology, lesson planning, pedagogy, content knowledge, assessment strategies, reflection
- Professionalism – professional organization membership, life-long learning, advocacy
- Classroom management – working with specific groups of students (poverty, special education, behavioral, ESL), classroom management plans, engagement
- Parental contacts – ongoing communication, conferences
- Location of resources – people or materials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PRE-OBSERVATION
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TRUST
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TLOS
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GPS - GUIDE TO PROFESSIONAL SUCCESS

INSTRUCTION				
	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Standards and Objectives[1]	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students[2]	• The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort.	• The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.

[1] Applebee, A.N., Adler, M., & Flihan, S. (2007). Interdisciplinary curricula in middle and high school classrooms: Case studies to curriculum and instruction. *American Educational Research Journal, 44*(4), 1002-1039. doi: 10.3102/0002831207308219

[2] Givens Rolland, R. (2012). Synthesizing the evidence on classroom goal structures in middle and secondary schools: A meta-analysis and narrative review. *Review of Educational Research, 82*(4), 396-435. doi:10.3102/0034654312464909

Presenting Instructional Content[3]	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content sometimes includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing[4]	• The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson starts somewhat promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

[3] Dalton, B., & Smith, B.E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. *Research in the Schools, 19*(1), 12-25.

[4] Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic, 47*(2), 67-74. doi: 10.1177/1053451211414192

Activities and Materials[5]	Activities and materials include all of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include some of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include few of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

[5] Pahl, K., & Roswell, J. (2010). *Artifactual literacies: Every object tells a story*. New York, NY: Teachers College Press.

Questioning [6]	Teacher questions are varied and high quality providing a consistently balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing a balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for some, but not all, question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on
Academic Feedback [7]	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another.	• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

[6] Fusco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning, K–8*. New York, NY: Teachers College Press.

[7] Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & P. A. Alexander (Eds.). *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis.

Grouping Students[8]	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge[9]	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.[1] • The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays adequate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.

[8] Li, T., Han, L., Zhang, L., & Rozelle, S. (2014). Encouraging classroom peer interactions: Evidence from Chinese migrant schools. *Journal of Public Economics, 111*, 29-45. doi:10.1016/j.jpubeco.2013.12.014

[9] Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education, 59*(5), 389-407. doi: 10.1177/0022487108324554

Teacher Knowledge of Students[10]	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices consistently incorporate student interests and cultural heritage. • Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of most student anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking[11]	The teacher thoroughly teaches three types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher consistently provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher attempts to teach one type of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.

[10] Pacheco, M., & Gutierrez, K. (2009). Cultural-historical approaches to literacy teaching and learning. In C. Compton-Lilly (Ed.), *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 60-77). Newark, NJ: International Reading Association.

[11] Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Problem Solving[12]	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 2 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 1 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce any of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

[12] Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

	PLANNING			
	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**

Instructional Plans[13]	Instructional plans include:
	• measurable and explicit goals aligned to state content standards.
	  • activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners.
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards.
		  • activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure.
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners.
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• some goals aligned to state content standards.
			  • activities, materials, and assessments that:
			  ○ are sometimes aligned to state standards.
			  ○ are sometimes sequenced from basic to complex.
			  ○ Sometimes build on prior student knowledge.
			  ○ Sometimes provide appropriate time for student work, and lesson and unit closure.
			• Some evidence that plan is appropriate for the age, knowledge, and interests of most learners.
			• evidence that the plan provides some opportunities to accommodate individual student needs.
				Instructional plans include:
				• few goals aligned to state content standards.
				• activities, materials, and assessments that:
				  ○ are rarely aligned to state standards.
				  ○ are rarely logically sequenced.
				  ○ rarely build on prior student knowledge
				  ○ inconsistently provide time for student work, and lesson and unit closure
				• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.
				• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work[14]	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning or life experiences.	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.

[13] Timperley, H. S., & Parr, J. M. (2009). What is this lesson about? Instructional processes and student understandings in writing classrooms. *The Curriculum Journal, 20*(1), 43-60. doi: 10.1080/09585170902763999

[14] Marshall, J. C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 111*(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Assessment[15]	Assessment Plans: • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	Assessment Plans: • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.	Assessment Plans: • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

[15] Lyon, E. G. (2011). Beliefs, practices, and reflection: Exploring a science teacher's classroom assessment through the Assessment Triangle Model. *Journal of Science Teacher Education, 22*(5), 417-435. doi: 10.1007/s10972-011-9241-4

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Expectations[16]	• Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher engages students in learning with clear and rigorous academic expectations for most students. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where some students can experience success. • Teacher expectations for student work are not clear for all students.	• Teacher expectations are not rigorous for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior[17]	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish clear commitments for learning and behavior. • The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson overlooks most inconsequential. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. • The teacher sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain student engagement. • The teacher over-addresses inconsequential behavior. • Teacher does not or inconsistently addresses behavior that interrupts learning.

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Environment[18]	The classroom • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that that promotes a positive and inclusive classroom environment. • is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom • welcomes most students and guests. • is somewhat organized to promote learning for all students. • has supplies, equipment, and resources accessible. • displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	The classroom • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture[19]	• Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies. • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

[16] Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L., & Nathanson, L. (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal, 110*(2),142-162. doi: 10.1086/605470
[17] Tsouloupas, C. N., Carson, R. L., & MacGregor, S. K. (2014). The development of high school teachers' efficacy in handling student misbehavior (TEHSM). *The Journal of Educational Research, 107*(3), 230- 240. doi: 10.1080/00220671.2013.788992
[18] Schleicher, A. (2011). Lessons from the world on effective teaching and learning environments. Journal of Teacher Education, 62(2), 202-221. doi: 10.1177/0022487110386966
[19] Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of Education, 81*(3), 271-283. doi: 10.1177/00380407080810030

PROFESSIONALISM

	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally[16]	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching[17]	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement[18]	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities[19]	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

[16] Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research, 83*(3), 319-356. doi:10.3102/0034654313483905

[17] Nesmith, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field-based reflections. *Research in the Schools, 18*(2), 26-39.

[18] Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi: 10.1177/0013161X10396929

[19] Zepeda, S. J., Mayers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.