An Observational Protocol Based on

"The Art and Science of Teaching"

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INTRODUCTION

The protocol in this document is based on *The Art and Science of Teaching* (Marzano, 2007) which is a comprehensive framework for effective instruction. The basis of *The Art and Science of Teaching* is 10 design questions which are to be used by teachers to plan effective units and lessons within those units. These design questions are depicted in Figure 1.

Figure 1: Design Questions for *The Art and Science of Teaching*

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?

These design questions not only provide a planning framework for teachers but they also provide a framework for observing classroom instruction. For this later purpose they must be reorganized to represent three very general categories of behavior or "lesson segments" that might be observed. These three types of segments are:

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

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

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

Lesson Segments that Address Content:

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

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

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

Lesson Segments that Are Enacted on the Spot:

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

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

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

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

Design Question 9: What will I do to communicate high expectations for all students?

Design Question 10 is not included in the observational protocol because it involves the organization of lessons into cohesive units, and, therefore, is not amenable to observation during a specific lesson.

Versions of the Protocol

Three different versions of the protocol are provided in the appendices: (1) the snapshot form, (2) the short form, and (3) the long form.

The Snapshot Form

The snapshot form is reported in Figure 2. A reproducible form is provided in Appendix A.

Figure 2: Snapshot Form

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

What is the teacher doing to establish or maintain classroom rules and procedures?

Lesson Segments that Address Content:

What is the teacher doing to help students effectively interact with new knowledge?

What is the teacher doing to help students practice and deepen their understanding of new

knowledge?

What is the teacher doing to help students generate and test hypotheses about new knowledge?

Lesson Segments that Are Enacted on the Spot:

What is the teacher doing to engage students?

What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

What is the teacher doing to establish and maintain effective relationships with students?

What is the teacher doing to communicate high expectations for all students?

Notice that the snapshot form in Figure 2 boils down to asking nine questions about the observed teacher. Using the snapshot form is a fairly straight forward process. Following a general process described in the next section (using the observation protocol in its various forms) observers simply record comments relative to the various elements they observe.

The Short Form

The short form is found in Appendix B. Note that the short form contains more detail than the snapshot form. Under each of the nine categories of behaviors within the three general segments are more specific categories of behavior—41 in all. For each of the 41 more specific categories of behavior space is provided to make comments. Additionally, note that for each of the 41 areas there are five adjacent boxes coded I, A, D, B, and NU respectively. These refer to the following scale:

Innovating (I): Adapts and creates new strategies for unique student needs and situations

Applying (A): Uses the strategy and monitors student behavior to determine if strategy is having the desired effect

Developing (D): Uses the strategy but in a mechanistic way

Beginning (B): Uses the strategy but incorrectly or parts are missing

Not Using (NU): Strategy was called for but not exhibited

In addition to making comments or in lieu of making comments an observer may rate a teacher using this scale.

The Long Form

The long form is found in the Appendix C. It contains all 41 categories of behaviors, as does the short form. In addition it contains a list of ways that each of the 41 categories might manifest in the classroom along with accompanying student behaviors. Of course, these more specific elements allow for more detail to be recorded by observers. The long form also contains space with which to record comments along with boxes to record ratings using the previously described scale: Not Using, Beginning, Developing, Applying, and Innovating.

Using the Observational Protocol in Its Various Forms

The form used by an observer is a function of preference and purpose. When first becoming acquainted with the protocol some observers like to use the snapshot form because of its simplicity. However, it provides far less detail than the short form and long form. One strategy for users is to begin with the snapshot form with the intent of transitioning to the short form as soon as possible and then gradually transitioning to the long form when the model has been internalized.

When using any form of the protocol, the observer must continually ask himself or herself the following questions:

What am I observing right now?

Is it a lesson segment that involves routine behaviors that might be observed in every lesson?

Is it a lesson segment that addresses content in specific ways?

Is it a lesson segment that must be enacted on the spot?

In the case of content lesson segments, the observer must further ask himself or herself the following questions:

Is this a lesson segment that involves new content?

Is this a lesson segment involving practicing and deepening knowledge?

Is this a lesson segment involving hypothesis generation and testing?

Guided by the questions above, the observer fills out the appropriate section of the protocol. Thus, not all parts of the protocol would be or should be filled out in a given observation. For example, if the observer determines that the lesson involves practicing and deepening knowledge, he or she would not fill out the sections of the protocol pertaining to lesson segments involving new knowledge or segments involving hypothesis generation and testing. Likewise, if no incident in the class arose regarding the need to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures, this section of the protocol would be left blank.

A very useful strategy is for an observer to focus only on what is occurring at any given moment and to focus only on one category of the protocol. That is, if an observer believes that more than one behavior is being exhibited at a particular moment in time, the observer considers the most prominent behavior only and record comments or ratings for the behavior. However, immediately after the observation the observer scans the entire protocol recording comments or making ratings for those behaviors previously observed but not recorded. This “second pass” through the protocol typically has the effect of reminding the observer of behaviors that occurred during the observation.

Using the Observational Protocol for Walkthroughs

Walkthroughs are one of the most popular techniques currently used for collecting observational data. They are typically about three to five minutes in duration and are lead by administrators, supervisors, and instructional coaches. Walkthroughs are useful in obtaining a snapshot of the overall behavior of teachers in a building or in a district. When this is the intended use, summary data from walkthroughs should be reported by the three major types of lesson segments and the specific elements within those segments. For example, as a result of a series of walkthroughs a school might record that 20% of the time routines were observed, 60% of the time lesson segments involving content were observed, and 20% of the time lesson segments involving behaviors that were enacted on the spot were observed. Additionally, within each of the three types of segments, specific behaviors for specific design questions might be reported. For example, a school might report that during the 60% of the time when content segments were being observed, over 90% of the lessons dealt with students interacting with new knowledge (Design Question 2). Finally the school might report on frequencies of specific strategies used within a design question. In effect, a report that was based on a series of walkthroughs would have three sections: (1) the frequency of types of segments, (2) the frequency of design questions within segments, and (3) the frequency of specific strategies within each design question observed.

The procedure for conducting a walkthrough is straightforward. The observer continually asks himself or herself:

What am I observing right now?

Is it a lesson segment that involves routine behaviors that might be observed in every lesson?

Is it a lesson segment that addresses content in specific ways?

Is it a lesson segment that must be enacted on the spot?

Comments and/or ratings are recorded for specific areas of the protocol. At the end of the walkthrough, the observer scans the protocol to record teacher behaviors seen but not previously recorded.

Using the Observational Protocol for Complete Observations

As opposed to walkthroughs, complete observations occur for an extended period of time—ideally an entire class period. While observations can be unannounced they are more frequently planned by the observer and the teacher being observed. Typically this involves a preconference where the observer and the teacher identify what will be the focus of the observation. For example, it might be determined that during the observation the teacher will be conducting a lesson in which students are going to be practicing and deepening their knowledge (Design Question 3). The teacher might ask for specific feedback on how she conducts an activity involving similarities and differences—one of the elements common to that type of lesson. Additionally, the teacher might ask for feedback on the extent to which she does a good job when communicating learning goals and tracking student progress—both aspects of Design Question 1 which most commonly manifest as routine behavior during most if not all lessons. Finally, the teacher might also request feedback on the extent to which she stays aware of student engagement and makes adjustments as necessary. This is from Design Question 5 and commonly manifests as activities that are enacted on the spot. In short, the preconference is intended to set the stage for what will be the focus of the observation. After the observation, a post-conference is typically scheduled. There the teacher and observer review the data from the observation comparing and contrasting their perceptions of the lesson.

When making a complete observation, the attention of the observer is much more focused than in other situations. Since the observer and the teacher have discussed the upcoming lesson, sections of the observational protocol that will be of most importance have already been identified making data collection much more efficient.

Using the Observational Protocol for Instructional Rounds

During instructional rounds, small groups of teachers make relatively brief observations of their fellow teachers. These observations are longer than a typical "walkthrough" (i.e. longer than a few minutes), but usually shorter than an entire class period. When engaged in rounds groups of teachers have as many substantive observations of classrooms as possible within part of a day or the entire day. For example, a group of teachers might spend an entire morning conducting rounds and then discuss their experiences in the afternoon. Another option is to discuss experiences immediately after each observation.

Instructional rounds are usually not used to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Consequently, the observing group of teachers may summarize their observations and make these comments available to the observed teacher. This

notwithstanding, the primary purpose of instructional rounds is for the teachers making the observations to compare their practices with those observed in the classrooms they visit. It is the discussion at the end of a set of instructional rounds and the subsequent self reflection by observer teachers that is their chief benefit.

Ideally every teacher should have a chance to participate in instructional rounds at least once per semester. Rounds should be facilitated by a lead teacher—someone who is respected by their colleagues as an exceptional teacher and recognized as a professional. Instructional coaches commonly fit these characteristics. Administrators may also lead rounds, but it should be made clear from the outset that their purpose is not to evaluate the teachers being observed.

Teachers who are observed are typically volunteers. Ideally, these volunteers are drawn from the pool of master teachers in a building—those veterans who have proven their ability to enhance the achievement of all students in their classes. This noted, any teacher might offer his or her classroom as a venue for rounds.

Conducting Rounds

Groups conducting rounds are usually small in numbers—3 to 5 not counting the lead teachers. On the day on which rounds are scheduled teachers being observed alert their classes that they will have some other teachers visiting their classroom. Observed teachers might explain to their students that teachers in the building are trying to learn from one another just as students learn from one another.

When the observer teachers enter a classroom they knock at the door and quietly move to some portion of the classroom that does not disrupt the flow of instruction. This is usually somewhere at the back of the classroom. There they observe what is occurring and makes notes on their observational forms.

At the end of the observation, the observer team exits the classroom making sure to thank the observed teacher and the students.

Debriefing Rounds

After rounds have been conducted, members of the observing team convene to debrief on their experiences. They do so by discussing each observation one at a time. This can be done in a “round robin” format where each observer teacher comments on what he or she noted. The leader of the rounds facilitates this process.

The leader starts by reminding everyone that the purpose of the discussion is not to evaluate the observed teacher. Rules regarding how to share observations should be established prior to the debriefing. Useful rules include:

Comments made during the debriefing should not be shared with anyone.

Do not offer suggestions to the observed teachers unless they explicitly ask for feedback.

Nothing observed within a lesson should be shared with anyone.

Observed teachers should be thanked and acknowledged for their willingness to open their classrooms to others.

As observer teachers take turns commenting on what they saw in a particular classroom, it is useful to use a "pluses" and "deltas" format. The observer teacher begins by noting the positive things he or she observed in the classroom. Next the observer can mention some questions (deltas) he or she had about the teacher's use of strategies. Finally, the observer teacher compares and contrasts his or her classroom strategies with one or more of the techniques observed.

This process is completed for each classroom observed. For any particular observation, an observer teacher can opt not to share his or her analysis with the group. The debriefing should end with all observer teachers identifying one thing they might do differently in their classroom as a result of the rounds.

Using the Observational Protocol for Teacher Self-Ratings

One use of the observational protocol is for teachers to rate themselves using the scale described previously. In this case a teacher simply scores himself or herself on each of the elements for each lesson segment. In addition to using the scale I, A, D, B, and NU the teacher might check the specific behaviors he or she considers strengths assuming that the long form in Appendix C is being used. The teacher might also record notes to describe strategies not listed or adaptations to strategies.

Using the Observational Protocol for Teacher Self-Observation

Another use of the Observational Protocol is for teacher self-observation. Here the teacher observes one or more video-tapes of himself or herself. In this case the teacher follows the same procedure as an observer asking the questions:

What am I observing right now?

Is it a lesson segment that involves routine behaviors that might be observed in every lesson?

Is it a lesson segment that addresses content in specific ways?

Is it a lesson segment that must be enacted on the spot?

The teacher would check specific behaviors observed, record additional information not included in the list of teacher behaviors, and rate himself or herself on the elements observed using the scale I, A, D, B, and NU.

References

Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

APPENDIX A
Observational Protocol
(Snapshot Form)

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

What is the teacher doing to establish or maintain classroom rules and procedures?

Lesson Segments that Address Content:

What is the teacher doing to help students effectively interact with new knowledge?

What is the teacher doing to help students practice and deepen their understanding of new knowledge?

What is the teacher doing to help students generate and test hypotheses about new knowledge?

Lesson Segments that Are Enacted on the Spot:

What is the teacher doing to engage students?

What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

What is the teacher doing to establish and maintain effective relationships with students?

What is the teacher doing to communicate high expectations for all students?

APPENDIX B
Observational Protocol
(Short Form)

Observation Protocol Short Form

I. Lesson Segments Involving Routine Events

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

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)	Notes					
		I	A	D	B	NU
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)	Notes					
		I	A	D	B	NU
3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Notes					
		I	A	D	B	NU

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

4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)	Notes					
		I	A	D	B	NU
5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)	Notes					
		I	A	D	B	NU

II. Lesson Segments Addressing Content

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

1. Identifying critical information (e.g. the teacher provides cues as to which information is important)	Notes					
		I	A	D	B	NU
2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to disc**uss small chunks of content)**	Notes					
		I	A	D	B	NU

3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Notes	I A D B NU
4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)	Notes	I A D B NU
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes	I A D B NU
6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)	Notes	I A D B NU
7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)	Notes	I A D B NU
8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)	Notes	I A D B NU
Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?		
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)	Notes	I A D B NU
10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)	Notes	I A D B NU
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)	Notes	I A D B NU
12. Examining similarities and differences (e.g. the teacher engages students in comparing , classifying, creating analogies and metaphors)	Notes	I A D B NU

13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)	Notes	I A D B NU
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)	Notes	I A D B NU
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)	Notes	I A D B NU
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?		
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)	Notes	I A D B NU
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 tasks)	Notes	I A D B NU
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	Notes	I A D B NU

III. 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 (e.g. the teacher scans the classroom to monitor students' level of engagement)	Notes	I A D B NU
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)	Notes	I A D B NU
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)	Notes	I A D B NU

4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)	Notes						
		I	A	D	B	NU	
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Notes						
		I	A	D	B	NU	
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)	Notes						
		I	A	D	B	NU	
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)	Notes						
		I	A	D	B	NU	
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)	Notes						
		I	A	D	B	NU	
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)	Notes						
		I	A	D	B	NU	
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?							
10. Demonstrating "withitness' (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes						
		I	A	D	B	NU	
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Notes						
		I	A	D	B	NU	
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)	Notes						
		I	A	D	B	NU	

Design Question #8: What will I do to establish and maintain effective relationships with students?							
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)	Notes						
		I	A	D	B	NU	
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)	Notes						
		I	A	D	B	NU	
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)	Notes						
		I	A	D	B	NU	
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	A	D	B	NU	
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	A	D	B	NU	
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	A	D	B	NU	

APPENDIX C
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?

1. Providing Clear Learning Goals and Scales (Rubrics)

Innovating	Applying	Developing	Beginning	Not Using

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence	Student Evidence
❒ Teacher has a learning goal posted so that all students can see it ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment ❒ Teacher makes reference to the learning goal throughout the lesson ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it ❒ Teacher makes reference to the scale or rubric throughout the lesson	❒ When asked, students can explain the learning goal for the lesson ❒ When asked, students can explain how their current activities relate to the learning goal ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Notes:

2. Tracking Student Progress

Innovating	Applying	Developing	Beginning	Not Using

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

Teacher Evidence	Student Evidence
❒ Teacher helps student track their individual progress on the learning goal ❒ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal ❒ Teacher charts the progress of the entire class on the learning goal	❒ When asked, students can describe their status relative to the learning goal using the scale or rubric ❒ Students systematically update their status on the learning goal

Notes:

3. Celebrating Success

Innovation	Applying	Developing	Beginning	Not Using

The teacher provides students with recognition of their current status and their knowledge gain relative to the

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

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

4. Establishing Classroom Routines				
Innovating	Applying	Developing	Beginning	Not Using
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.				
Teacher Evidence ❒ Teacher involves students in designing classroom routines ❒ Teacher uses classroom meetings to review and process rules and procedures ❒ Teacher reminds students of rules and procedures ❒ Teacher asks students to restate or explain rules and procedures ❒ Teacher provides cues or signals when a rule of procedure should be used			**Student Evidence** ❒ Students follow clear routines during class ❒ When asked, students can describe established rules and procedures ❒ When asked, students describe the classroom as an orderly place ❒ Students recognize cues and signals by the teacher ❒ Students regulate their own behavior	
Notes:				

5. Organizing the Physical Layout of the Classroom				
Innovating	Applying	Developing	Beginning	Not Using
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.				
Teacher Evidence ❒ The physical layout of the classroom has clear traffic			**Student Evidence** ❒ Students move easily about the classroom	

patterns ❒ The physical layout of the classroom provides easy access to material and centers ❒ The classroom is decorated in a way enhances student learning: • Bulletin boards relate to current content • Students work is displayed	❒ Students make use of materials and learning centers ❒ Students attend to examples of their work that are displayed ❒ Students attend to information on the bulletin boards ❒ Students can easily focus on instruction
Notes:	

Lesson Segments Addressing Content

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

1. Identifying Critical Information

Innovating	Applying	Developing	Beginning	Not Using

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence	Student Evidence
❒ Teacher begins the lesson by explaining why upcoming content is important ❒ Teacher tells students to get ready for some important information ❒ Teacher cues the importance of upcoming information in some indirect fashion • Tone of voice • Body position • Level of excitement	❒ When asked, students can describe the level of importance of the information addressed in class ❒ When asked, students can explain why the content is important to pay attention to ❒ Students visibly adjust their level of engagement

Notes:

2. Organizing Students to Interact with New Knowledge

Innovating	Applying	Developing	Beginning	Not Using

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence	Student Evidence
❒ Teacher has established routines for student grouping and student interaction in groups ❒ Teacher organizes students into ad hoc groups for the lesson • Diads • Triads • Small groups up to about 5	❒ Students move to groups in an orderly fashion ❒ Students appear to understand expectations about appropriate behavior in groups • Respect opinions of others • Add their perspective to discussions • Ask and answer questions

Notes:

3. Previewing New Content

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence	Student Evidence
❒ Teacher uses preview question before reading ❒ Teacher uses K-W-L strategy or variation of it ❒ Teacher asks or reminds students what they already know about the topic ❒ Teacher provides an advanced organizer • Outline	❒ When asked, student can explain linkages with prior knowledge ❒ When asked, students make predictions about upcoming content ❒ When asked, students can provide a purpose for what they are about to learn

• Graphic organizer ❒ Teacher has students brainstorm ❒ Teacher uses anticipation guide ❒ Teacher uses motivational hook/launching activity • Anecdotes • Short selection from video ❒ Teacher uses word splash activity to connect vocabulary to upcoming content	❒ Students actively engage in previewing activities
Notes:	

4. Chunking Content into "Digestible Bites"

Innovating	Applying	Developing	Beginning	Not Using

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

Teacher Evidence	Student Evidence
❒ Teacher stops at strategic points in a verbal presentation ❒ While playing a video tape, the teacher turns the tape off at key junctures ❒ While providing a demonstration, the teacher stops at strategic points ❒ While students are reading information or stories orally as a class, the teacher stops at strategic points	❒ When asked, students can explain why the teacher is stopping at various points ❒ Students appear to know what is expected of them when the teacher stops at strategic points
Notes:	

5. Processing New Information

Innovating	Applying	Developing	Beginning	Not Using

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence	Student Evidence
❒ Teacher has group members summarize new information ❒ Teacher employs formal group processing strategies • Jigsaw • Reciprocal Teaching • Concept attainment	❒ When asked, students can explain what they have just learned ❒ Students volunteer predictions ❒ Students voluntarily ask clarification questions ❒ Groups are actively discussing the content • Group members ask each other and answer questions about the information • Group members make predictions about what they expect next
Notes:	

6. Elaborating on New Information

Innovating	Applying	Developing	Beginning	Not Using

The teacher asks question or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence	Student Evidence
❒ Teacher asks explicit questions that require students to make elaborative inferences about the content ❒ Teacher asks students to explain and defend their inferences ❒ Teacher presents situations or problems that require inferences	❒ Students volunteer answers to inferential questions ❒ Students provide explanations and "proofs" for inferences

Notes:

7. Recording and Representing Knowledge

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence	Student Evidence
❒ Teacher asks students to summarize the information they have learned ❒ Teacher asks students to generate notes that identify critical information in the content ❒ Teacher asks students to create nonlinguistic representations for new content • Graphic organizers • Pictures • Pictographs • Flow charts ❒ Teacher asks students to create mnemonics that organize the content	❒ Students' summaries and notes include critical content ❒ Students' nonlinguistic representation include critical content ❒ When asked, students can explain main points of the lesson

Notes:

8. Reflecting on Learning

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence	Student Evidence
❒ Teacher asks students to state or record what they are clear about and what they are confused about	❒ When asked, students can explain what they are clear about and what they are confused about

❒ Teacher asks students to state or record how hard they tried ❒ Teacher asks students to state or record what they might have done to enhance their learning	❒ When asked, students can describe how hard they tried ❒ When asked, students can explain what they could have done to enhance their learning
Notes:	

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

9. Reviewing Content

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in a brief review of content that highlights the critical information.

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

10. Organizing Students to Practice and Deepen Knowledge

Innovating	Applying	Developing	Beginning	Not Using

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence	Student Evidence
❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content ❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process	❒ When asked students explain how the group work supports their learning ❒ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process • Asking each other questions • Obtaining feedback from their peers
Notes:	

11. Using Homework

Innovating	Applying	Developing	Beginning	Not Using

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.	
Teacher Evidence ❒ Teacher communicates a clear purpose for homework ❒ Teacher extends an activity that was begun in class to provide students with more time ❒ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently	**Student Evidence** ❒ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process ❒ Students ask clarifying questions of the homework that help them understand its purpose
Notes:	

12. Examining Similarities and Differences

Innovating	Applying	Developing	Beginning	Not Using

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

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

13. Examining Errors in Reasoning

Innovating	Applying	Developing	Beginning	Not Using

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence	Student Evidence
❒ Teacher asks students to examine information for errors or informal fallacies • Faulty logic • Attacks	❒ When asked, students can describe errors or informal fallacies in information ❒ When asked, students can explain the overall structure of

• Weak reference • Misinformation ❒ Teacher asks students to examine the strength of support presented for a claim • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim	an argument presented to support a claim ❒ Student artifacts indicate that they can identify errors in reasoning.
Notes:	

14. Practicing Skills, Strategies, and Processes

Innovating	Applying	Developing	Beginning	Not Using

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

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

15. Revising Knowledge

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence	Student Evidence
❒ Teacher asks students to examine previous entries in their academic notebooks or notes ❒ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content ❒ Teacher has students explain how their understanding has changed	❒ Students make corrections to information previously recorded about content ❒ When asked, students can explain previous errors or misconceptions they had about content
Notes:	

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

16. Organizing Students for Cognitively Complex Tasks

Innovating	Applying	Developing	Beginning	Not Using

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.

Teacher Evidence	Student Evidence
❒ Teacher establishes the need to generate and test hypotheses ❒ Teacher organizes students into groups to generate and test hypotheses	❒ When asked, students describe the importance of generating and testing hypotheses about content ❒ When asked students explain how groups support their learning ❒ Students use group activities to help them generate and test hypotheses

Notes:

17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence	Student Evidence
❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses ❒ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses	❒ Students are clearly working on tasks that require them to generate and test hypotheses ❒ When asked, students can explain the hypothesis they are testing ❒ When asked, students can explain whether their hypothesis was confirmed or disconfirmed ❒ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation.

Notes:

18. Providing Resources and Guidance

Innovating	Applying	Developing	Beginning	Not Using

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence	Student Evidence
❒ Teacher makes himself/herself available to students who	❒ Students seek out the teacher for advice and guidance

need guidance or resources • Circulates around the room • Provides easy access to himself/herself ❒ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks ❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students	regarding hypothesis generation and testing tasks ❒ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
Notes:	

Lesson Segments Enacted on the Spot

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

1. Noticing when Students are not Engaged

Innovating	Applying	Developing	Beginning	Not Using

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence	Student Evidence
❒ Teacher notices when specific students or groups of students are not engaged ❒ Teacher notices when the energy level in the room is low ❒ Teacher takes action to re-engage students	❒ Students appear aware of the fact that the teacher is taking note of their level of engagement ❒ Students try to increase their level of engagement when prompted ❒ When asked, students explain that the teacher expects high levels of engagement

Notes:

2. Using Academic Games

Innovating	Applying	Developing	Beginning	Not Using

The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence	Student Evidence
❒ Teacher uses structured games such as Jeopardy, family feud, and the like ❒ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question ❒ Teacher uses friendly competition along with classroom games	❒ Students engage in the games with some enthusiasm ❒ When asked, students can explain how the games keep their interest and help them learn or remember content

Notes:

3. Managing Response Rates

Innovating	Applying	Developing	Beginning	Not Using

The teacher uses response rates techniques to maintain student engagement in questions.

Teacher Evidence	Student Evidence
❒ Teacher uses wait time ❒ Teacher uses response cards ❒ Teacher has students use hand signals to respond to questions ❒ Teacher uses choral response	❒ Multiple students or the entire class responds to questions posed by the teacher ❒ When asked, students can describe their thinking about specific questions posed by the teacher

❒ Teacher uses technology to keep track of students' responses ❒ Teacher uses response chaining	
Notes:	

4. Using Physical Movement				
Innovating	Applying	Developing	Beginning	Not Using
The teacher uses physical movement to maintain student engagement.				
Teacher Evidence ❒ Teacher has students stand up and stretch or related activities when their energy is low ❒ Teacher uses activities that require students to physically move to respond to questions • Vote with your feet • Go to the part of the room that represents the answer you agree with ❒ Teacher has students physically act out or model content to increase energy and engagement ❒ Teacher use give-one-get-one activities that require students to move about the room		**Student Evidence** ❒ Students engage in the physical activities designed by the teacher ❒ When asked, students can explain how the physical movement keeps their interest and helps them learn		
Notes:				

5. Maintaining a Lively Pace				
Innovating	Applying	Developing	Beginning	Not Using
The teacher uses pacing techniques to maintain students' engagement.				
Teacher Evidence ❒ Teacher employs crisp transitions from one activity to another ❒ Teacher alters pace appropriately (i.e. speeds up and slows down)		**Student Evidence** ❒ Students quickly adapt to transitions and re-engage when a new activity is begun ❒ When asked about the pace of the class students describe it as not too fast or not too slow		
Notes:				

6. Demonstrating Intensity and Enthusiasm				
Innovating	Applying	Developing	Beginning	Not Using

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	
Teacher Evidence ❒ Teacher describes personal experiences that relate to the content ❒ Teacher signals excitement for content by: • Physical gestures • Voice tone • Dramatization of information ❒ Teacher overtly adjusts energy level	**Student Evidence** ❒ When asked, students say that the teacher "likes the content" and "likes teaching" ❒ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content
Notes:	

7. Using Friendly Controversy

Innovating	Applying	Developing	Beginning	Not Using

The teacher uses friendly controversy techniques to maintain student engagement.	
Teacher Evidence ❒ Teacher structures mini-debates about the content ❒ Teacher has students examine multiple perspectives and opinions about the content ❒ Teacher elicits different opinions on content from members of the class	**Student Evidence** ❒ Students engage in friendly controversy activities with enhanced engagement ❒ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on. ❒ When asked, students explain how a friendly controversy activity helped them better understand the content
Notes:	

8. Providing Opportunities for Students to Talk about Themselves

Innovating	Applying	Developing	Beginning	Not Using

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	
Teacher Evidence ❒ Teacher is aware of student interests and makes connections between these interests and class content ❒ Teacher structures activities that ask students to make connections between the content and their personal interests ❒ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested	**Student Evidence** ❒ Students engage in activities that require them to make connections between their personal interests and the content ❒ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.

Notes:	

9. Presenting Unusual or Intriguing Information				
Innovating	Applying	Developing	Beginning	Not Using
The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.				

Teacher Evidence	**Student Evidence**
❒ Teacher systematically provides interesting facts and details about the content ❒ Teacher encourages students to identify interesting information about the content ❒ Teacher engages students in activities like "Believe it or not" about the content ❒ Teacher uses guest speakers to provide unusual information about the content	❒ Students' attention increases when unusual information is presented about the content ❒ When asked, students explain how the unusual information makes them more interested in the content
Notes:	

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

10. Demonstrating "Withitness"				
Innovating	Applying	Developing	Beginning	Not Using
The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.				

Teacher Evidence	**Student Evidence**
❒ Teacher physically occupies all quadrants of the room ❒ Teacher scans the entire room making eye contact with all students ❒ Teacher recognizes potential sources of disruption and deals with them immediately ❒ Teacher proactively addresses inflammatory situations	❒ Students recognize that the teacher is aware of their behavior ❒ When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
Notes:	

11. Applying Consequences for Lack of Adherence to Rules and Procedures

Innovating	Applying	Developing	Beginning	Not Using

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

❒ Teacher provides nonverbal signals when students' behavior is not appropriate
- Eye contact
- Proximity
- Tap on the desk
- Shaking head, no

❒ Teacher provides verbal signals when students' behavior is not appropriate
- Tells students to stop
- Tells students that their behavior is in violation of a rule or procedure

❒ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)

❒ Teacher Involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)

❒ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

❒ Students cease inappropriate behavior when signaled by the teacher

❒ Students accept consequences as part of the way class is conducted

❒ When asked, students describe the teacher as fair in application of rules

Notes:

12. Acknowledges Adherence to Rules and Procedures

Innovating	Applying	Developing	Beginning	Not Using

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence

❒ Teacher provides nonverbal signals that a rule or procedure has been followed:
- Smile
- Nod of head
- High Five

❒ Teacher gives verbal cues that a rule or procedure has been followed:
- Thanks students for following a rule or procedure
- Describes student behaviors that adhere to rule or procedure

❒ Teacher notifies the home when a rule or procedure has been followed

❒ Teacher uses tangible recognition when a rule or procedure has been :

Student Evidence

❒ Students appear appreciative of the teacher acknowledging their positive behavior

❒ When asked, students describe teacher as appreciative of their good behavior

❒ The number of students adhering to rules and procedure increases

• Certificate of merit • Token economies	
Notes:	

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

13. Understanding Students' Interests and Background

Innovating	Applying	Developing	Beginning	Not Using

The teacher uses students' interests and background to produce a climate of acceptance and community.

Teacher Evidence	Student Evidence
❒ Teacher has side discussions with students about events in their lives ❒ Teacher has discussions with students about topics in which they are interested ❒ Teacher builds student interests into lessons	❒ When asked, students describe the teacher as someone who knows them and/or is interested in them ❒ Students respond when teacher demonstrates understanding of their interests and background ❒ When asked students say they feel accepted.
Notes:	

14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Innovating	Applying	Developing	Beginning	Not Using

When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence	Student Evidence
❒ Teacher compliments students regarding academic and personal accomplishments ❒ Teacher engages in informal conversations with students that are not related to academics ❒ Teacher uses humor with students when appropriate ❒ Teacher smiles, nods, (etc) at students when appropriate ❒ Teacher puts hand on students' shoulders when appropriate	❒ When asked, students describe teacher as someone who cares for them ❒ Students respond to teachers verbal interactions ❒ Students respond to teachers nonverbal interactions
Notes:	

15. Displaying Objectivity and Control

Innovating	Applying	Developing	Beginning	Not Using

The teacher behaves in an objective and controlled manner.

Teacher Evidence ❒ Teacher does not exhibit extremes in positive or negative emotions ❒ Teacher addresses inflammatory issues and events in a calm and controlled manner ❒ Teacher interacts with all students in the same calm and controlled fashion ❒ Teacher does not demonstrate personal offense at student misbehavior	**Student Evidence** ❒ Students are settled by the teacher's calm demeanor ❒ When asked, the students describe the teacher as in control of himself/herself and in control of the class ❒ When asked, students say that the teacher does not hold grudges or take things personally
Notes:	

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating Value and Respect for Low Expectancy Students

Innovating	Applying	Developing	Beginning	Not Using

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Teacher Evidence ❒ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students ❒ The teacher provides low expectancy with nonverbal indications that they are valued and respected: • Makes eye contact • Smiles • Makes appropriate physical contact ❒ The teacher proves low expectancy students with verbal indications that they are valued and respected: • Playful dialogue • Addressing students in a manner they view as respectful ❒ Teacher does not allow negative comments about low expectancy students	**Student Evidence** ❒ When asked, students say that the teacher cares for all students ❒ Students treat each other with respect
Notes:	

17. Asking Questions of Low Expectancy Students

Innovating	Applying	Developing	Beginning	Not Using

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence ❒ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students ❒ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students	**Student Evidence** ❒ When asked, students say the teacher expects everyone to participate ❒ When asked, students say the teacher asks difficult questions of every
Notes:	

18. Probing Incorrect Answers with Low Expectancy Students				
Innovating	Applying	Developing	Beginning	Not Using
The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.				
Teacher Evidence ❒ Teacher asks low expectancy students to further explain their answers when they are incorrect ❒ Teacher rephrases questions for low expectancy students when they provide an incorrect answer ❒ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a questions incorrectly ❒ When low expectancy students demonstrate frustration the teacher allows them to collect their thoughts but goes back to them at a later point in time			**Student Evidence** ❒ When asked, students say that the teacher won't "let you off the hook" ❒ When asked, students say that the teacher "won't give up on you" ❒ When asked students say the teacher helps them answer questions successfully	
Notes:				