



**BEST PRACTICES
SERIES FOR
MARYLAND CHARTER
SCHOOLS**

**JOB EMBEDDED
PROFESSIONAL DEVELOPMENT**



Maryland State Board of Education

Nancy S. Grasmick
State Superintendent of Schools

James H. DeGraffenreidt, Jr.
President, Maryland State Board of Education

Martin O'Malley
Governor

Ann E. Chafin
Assistant State Superintendent
Division of Student, Family and School Support

Hilda Ortiz
State Director, Office of School Innovations

Maryland State Department of Education
Office of School Innovations
200 West Baltimore Street
Baltimore, Maryland 21201-2595
410-767.3677 (voice)

MarylandPublicSchools.org

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, sexual orientation, religion, or disability in matters affecting employment or in providing access to programs.

"The only way we're going to get from where we are to where we want to be is through staff development.....When you talk about school improvement, you're talking about people improvement. That's the only way to improve schools."

Ernest Boyer (in Sparks, 1984, p.35)



Improving student achievement relies upon a school ability to incorporate the best educational practices confirmed effective by researchers. During the 2008-2009, Maryland released its findings of the implementation of these practices across the State in an evaluation conducted by MGT of America Incorporated. This publication is intended to offer Maryland's Charter Schools more in-depth information related to the implementation of these strategies. The first edition of this series seeks to expand the knowledge base of Charter School stakeholders in the area of Professional Development. It provides background information that can be used to guide implementation efforts for teacher learning and leadership. The framework of this publication is based upon models of Professional Learning Communities which incorporates job embedded professional development strategies that engage ongoing targeted efforts to improve teacher performance and student learning. Adoption of these professional development strategies serves to implement three (3) out of the four (4) quality standards identified for Maryland Charter Schools. These standards are included in the Appendix of this publication.

Continued Need for Professional Learning

A school's culture is greatly transformed into one based upon an ingrained belief in the need for continuous improvement in classroom practice and in other school related areas by becoming a professional learning community. A professional learning community places a focus on learning rather than on teaching and builds its strength in teamwork through staff collaboration to improve classroom learning results. This model bases its' reform efforts on three big ideas or values:

1. *Ensuring that students learn* – The school community focuses its inquiry and learning around three main questions:

- What do we want each student to learn? (goals are set on increasing student achievement to meet or exceed Maryland's Learning Standards)
- How will we know when each student has learned it? (learning objectives are centered on student performances the student's ability to apply the learning standard in different tasks or in different ways using higher order thinking skills. Student work and performance is examined against defined performance criteria and assessment results)
- How will we respond when a student experiences difficulty in learning? (staff design and target strategies to ensure that struggling students receive additional time and varied supports necessary to achieve MD Learning Standards.) The school community immediately responds to the need for intervention as follows:
 - ✓ Student progress is assessed every three weeks (progress reports sent to parents)
 - ✓ Students who are struggling are identified, referred to the student support team and the school quickly requires additional supports (safety nets) and learning time (See – A Tiered Instructional Approach to Support Achievement For All Students – Maryland's Response to Intervention Framework available on MSDE's website)
 - ✓ The interventions provided are based on a variety of identified research based strategies delivered in different models:
 - i. *In school safety nets (lunch study groups, tutoring, flexible groupings, computer assisted learning etc.)*
 - ii. *Out of school safety nets (longer school day, Saturday or evening school, supplemental services, recess school, summer school etc.)*
 - iii. *Intervention is directive and participation in programs is not an optional choice for students based upon learning contracts with parents and students for advancement and promotion.*

2. *The school develops and implements "A Culture of Collaboration"*-

Schools create structures during the school day for teams to work together to achieve their collective purpose for learning. This is done by improving (through analysis of achievement results) their teaching practices. This process leads to improved practices and results in higher levels of student achievement. For this process to work all teachers must participate and belong to a team that focuses on student learning. Each team has time to meet during the work day and throughout the school year. Teams focus their efforts on crucial questions related to learning and generate products that reflect that focus, such as:

- List of essential outcomes and criteria (rubrics) against which to measure student work,

- Different kinds of assessments,
- Analysis of student achievement by assessing and measuring student work and results,
- Strategies for improving achievement results,
- Lesson development and the study of the effectiveness of lesson delivery.

Each school team develops norms or protocols that guide their work including team expectations, roles, responsibilities and relationships among team members. Teams are committed and focus their work on meeting or exceeding student achievement goals linked with school and district goals.

All school teams collectively focus their work on bridging the gap (very frequently identified in low performing schools) between the “intended curriculum” (district-wide curriculum guides and learning standards outcome), the “implemented curriculum” (what teachers actually teach), and the “attained curriculum” (what students learn).

3. *Collective and dedicated focus on results* –

Professional learning teams judge the effectiveness of their work against the results achieved in student learning. Data becomes a catalyst for improved teaching practice when there is a continuous basis of comparison against performance measures and exemplary student work. This can be accomplished when teams develop common performance tasks, performance assessments and other types of formative assessments throughout the school year. Each teacher can then measure how his/her students performed on each skill/learning standard as compared to other students. Team members then help each other to identify and reflect upon areas of concern and then to identify ideas, strategies and materials to address the concern.

Educational reform based upon new research requires that teachers learn new roles and ways of teaching in order to meet the individual and diverse needs of all students. This requires the implementation of a long term developmental process of learning for teachers with a focus on changing or improving previously learned teaching practices.

To support these needed changes in practices, teachers will need to continuously engage in new learning experiences through professional development, coaching and mentoring. Changing teaching practice is a complex process and substantial time and support is required for teachers and other educators to test out the new ideas that stem from these initiatives, assess their effects, adjust their strategies and approaches and repeatedly re-assess their practices in an effort to reach the diverse needs of all students. Thus professional development can no longer be just an event that occurs occasionally; instead it must be integrated into the daily work of teachers and educators. Educators need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together and examine student work to assess outcomes.

The North Central Regional Education Laboratory describes five phases of professional development that are research-based best practices in the design of a highly effective professional development models for teacher learning:

- ***Building a Knowledge Base*** – The purpose of this phase is to acquire new knowledge and information and to build a conceptual understanding of it. Activities in this phase will include: assessing needs for development, goal setting, participating interactive learning experiences using a variety of job-embedded professional learning models (study groups, action research, professional

book talks, jigsaw reading, video/audiotape analysis, electronic networking, talk-walking, teacher portfolios, etc.)

- ***Observing Models and Examples*** – The purpose of this phase is to study instructional examples in order to develop a practical understanding of the research. In this phase, school staff will participate in activities such as focused school and classroom visitations for peer observations, learn how to use instructional artifacts, tools and frameworks, participate in planning sessions, and listen to and watch audio and video examples of new practice in action.
- ***Reflecting on Practice*** – The purpose of this phase is to analyze current instructional practices based upon new knowledge acquired. Activities in this phase will include the use of lesson study, peer observation and feedback, and the examination of student work against expected learning outcomes. This is done in the context of collegial analysis and discussions.
- ***Changing Teaching Practice*** – The purpose of this phase is to translate the new knowledge gained into individual and collaborative plans and actions for curricular, classroom organizational, or instructional change. Activities during this phase will include action research, peer-coaching, support groups, mentoring and curriculum development.
- ***Gaining and sharing expertise*** – The purpose of this phase is to continue to refine instructional practices, learning with and from colleagues while also sharing practical learning and experiences with peers. Activities in this phase will include: team planning, mentoring or partnering with colleagues, and participating in learning networks.

“Professional Learning can take many forms. Educators share knowledge and best teaching practices by employing strategies such as benchmarking or reviewing scientifically-based research to learn more about and develop expertise in their field. Professional Learning is provided in a variety of ways to promote deep professional knowledge with the ultimate goal of improving student achievement”
(National Institute of School Leadership)

Professional Learning Community Models of Job Embedded Strategies

Teaching in the 21st century requires that teachers acquire advance knowledge about the content areas they teach, the best ways to help students learn and how to keep updated with the ever changing needs of students growing up in an age of increased access to global information and communication. This type of learning cannot occur in a University classroom which does not include the application and feedback provided by real classroom and school experiences.

Teachers learn best not only by studying but by practicing what they have learned, by reflecting on their results, by interacting and collaborating with other teachers and by observing students and looking closely at what they produce. This can be accomplished by implementing models of “Job Embedded” professional development that are part of the concept of professional learning communities. The following pages will describe what these are.

Study Groups

"Having teachers and administrators form study groups to exchange ideas, plan lessons, and discuss school policy is one method of developing learning and partnerships among educators. Study groups are also useful for developing curriculum, creating a collaborative school environment, and establishing school reform."

(Murphy 1992)

A study group is a group of educators who meet to learn and plan how best to meet students’ needs by:

- designing curriculum and instruction based upon grade level learning standards
- integrating a school's practices and programs to meet the mission and vision of the school
- studying the latest research on teaching and learning
- monitoring the impact of new practices on students and staff and
- analyzing and targeting school wide need by focusing on the design and implementation of strategic actions

Schools perform better when educators work to build a shared understanding of what good teaching and learning looks like and what is expected from students at each grade level and across grades. Study groups are a professional development strategy that engages teachers actively in learning and improving classroom practice.

Lesson Study

A lesson study is a job-embedded professional development strategy where teachers work together to improve their teaching through a process in which teachers meet to plan, observe, analyze, and refine their actual classroom lessons. Implementation of lesson study usually involves peer observation, feedback and coaching. Because of this, teachers must build trust in their collegial group and learn how to observe and provide meaning feedback.

It is recommended that this component of the lesson study be implemented only after the teachers have built a relationship of trust and sharing. Lesson study was credited for creating a steady improvement of mathematics and science in Japan. Implementation in the United States has also shown considerable impacts on teaching and learning. In lesson studies, teachers begin with premise that all students want to learn and will engage in lessons that bring the content area focuses alive.

Teachers:

- develop agreements on what the "enduring" understanding of the content area (key ideas or concepts) should be for students
- view themselves as facilitators to initiate exploration, discovery and learning
- create "engaging scenarios" to capture student interest
- plan ways to link students' background knowledge (or old knowledge) to the new knowledge and skills they want students to learn; and then observe, study, and analyze how students respond to these lessons (in their own classrooms and in the classrooms of their peers).

In the United States, lesson studies are often used to help teachers learn how to plan and develop standard-based lessons, assessments and effective classroom practices.

Examining Student Work

"The practice of having teachers work together to study student work is one of the most promising professional development strategies in recent years. Examining student work helps teachers intimately understand how state and local standards apply to their teaching practice and to student work." Joan Richardson, National Staff Development Council

This is a job embedded strategy that can be used to follow a lesson study but also has merit on its own in improving teacher practice and classroom learning. When engaged in lesson studies teachers think more deeply about the impact of their teaching and how it affects student learning. As they examine what students produce in response to their teaching and the assignments given, teachers are able to see the successes in achieving what they intended to teach and are also able to see where they were not able to reach students. This information helps guide them to improve their practice in order to reach all students.

With the present focus on standards and accountability linked to student performance it becomes increasingly important for teachers to be able to learn how to analyze and diagnose student needs and to refocus their teaching on effective ways to teach content, develop skills and increase opportunities for all students to learn. Teachers must understand that mastery is required of all students and they must continue to learn how to achieve this with all students regardless of the students' background or former learning experience. With lesson studies and the examination of student work, teachers achieve efficacy and begin to make the connection with how they can effect student learning.

Collaborative Lesson Planning

The primary focus is student outcomes. It is results driven and focused on curriculum and standards. This is real time professional development where all of the elements of pedagogy are intertwined. Teachers learn through the interaction with peers and by discussion about student outcomes.

Student achievement is being measured mostly by how well the curriculum standards are met. Therefore, it is very important for professional development to be linked to Maryland Learning Standards. These standards align and help weave together ongoing professional development efforts from year to year. By using the standards as the guide and foundation for the planning and design of lessons, teachers begin to discuss what the standards really mean in practice for teaching and for student outcomes.

Once teachers agree upon what student outcomes should look like, their work begins to evolve into the development of curriculum that becomes closely aligned to the State's standards and how this can be integrated with the development of themes, lessons, assessments and eventually reflected in student portfolios and report cards. Teachers begin to re-examine everything through the lens of what the learning standards mean in relation to teaching practices and student learning. Teachers begin to master the learning standards themselves and this is demonstrated through changes in their classroom practices.

To prepare for collaborative lesson planning, it is important that teachers meet to discuss their grade level learning standards and learn to unwrap them into several areas: content knowledge, skills, performances and what products will demonstrate that students have become proficient in the standards.

This phase of learning is called: **Understanding the Standards**. Once teachers understand the outcomes related to the standards, they then begin to move into the next phase of learning: **Teaching the Standards**. In this phase teachers are able to begin to develop curriculum, discuss teaching strategies and design lessons focused on expected student outcomes. In final phase of this learning process: **Assessing the Standards**, teachers begin to design assessments that are aligned with the expected student outcomes and other tools such as student tasks or projects, rubrics and portfolios to help inform them about actual student outcome. During this process teachers will many times begin to use other professional development strategies such as lesson studies, action research, study groups etc. to find out how best to improve areas of difficulty.

Action Research

Using data to inform school improvement helps to shed light on root causes that impede the progress of student achievement. Looking at and analyzing different types of data such as item analysis from standardized testing, formative assessments, student work and classroom observations can provides specific clues to identify weaknesses and strengths in teaching and learning. These weaknesses can then be turned into problem solving areas for Action Research.

Action Research is a job embedded professional development strategy that is directly linked to school improvement efforts and starts with the need to improve any aspect of the school practices and to support teacher development and growth. The Action Research process begins with inquiry from a small group of teachers who identify a problem and collect data and research solutions and then develop an action plan for implementing these solutions with the goal of improving outcomes.

It is a process that develops active engagement and the ownership of teachers and serves to revitalize the school. Action Research involves a cyclical process that begins with a problem statement and inquiry into causes and finding solutions then into a planning stage of an action plan, an implementation stage, and an analysis stage of reviewing indicators of success and a reflection stage based upon the new results.

Cross-Cutting Concepts of Job- Embedded Professional Development

Research in educational reform today presents a compelling case of the transformative process which involves teachers in working in small groups to learn and engage in an ongoing collaborative process to improve upon teaching and learning. Developing a professional learning community transforms the school culture into one of high expectations and teacher efficacy. Such a culture presents the use of several concepts and strategies that cut across all the professional development models used and begin to be a natural outcome of implementation. Some of these concepts might appear in small pockets in the school or across grade levels as teachers begin to develop trust and the comfort of working together with the common goal of improving student achievement.

- **Action Learning-** is a process where the participants study their own actions and experiences in order to improve performance. This concept is close to "learning by doing". This process is done in conjunction with other teachers in small groups and allows participants to reflect on and review their actions they have taken in the classroom and they learn through the analysis and interactions with other team members. This is a component of all the models engaged in professional learning communities.
- **Teacher Teams** - are created by the implementation of job-embedded professional development strategies. These teams can take several formats based upon teachers' need and interest:
 - Interdisciplinary teams*- where teachers blend their talents and knowledge across disciplines to create thematic and integrated units. This is usually the basis for a project based approach to learning
 - Multidisciplinary Teams* -where teachers share instructional responsibilities for particular content as a team and may extend beyond core academic disciplines such as art or music
 - Team Teaching* -where several teachers can come together to share for short periods to share some instructional responsibilities
 - Co-teaching*- when a specialist joins mainstream teachers to plan together and deliver instruction for all students but use specialized strategies to meet the needs of a student with disabilities or an English Language Learner.

Effective and well functioning teams can make a difference for students and their performance.

- **Reflection** - teachers learn to engage in a process of self examination and evaluation that leads them to seek improvements in their professional practice. Reflection is an important aspect of learning from experience.
- **Peer Coaching and Peer Review** - through collaboration teachers develop the trust in their colleagues to consult with one another, to discuss and share teaching strategies, to observe one another's teaching and provide meaningful feedback and to ensure in any type of support that promotes quality teaching and learning.

The Principal's Role

Studies of school improvement indicate that the principal plays a critical role in the change process by establishing the conditions necessary for improvement (Boyer 1983, Lieberman & Miller, 1981 and effective schools research). It is therefore critical for the principal to play a major role in determining the value and outcomes of staff development. Principals seeking improvement must make a commitment to staff development programs that are purposeful and goal-directed.

The following questions can help principals reflect upon their staff development focus and activity (Bellon, 1988):

1. Have I developed and/or addressed long-range plans which focus on staff development efforts needed for school improvement?
2. Has my day-to-day planning provided me with sufficient time to address staff development objectives?
3. Have I shared the objectives of staff development plan with faculty and discussed how each of them can contribute to obtaining the objectives?
4. Do I communicate positive attitudes and my conviction that we have the ability to bring about significant school improvement?
5. Do I encourage collaboration among staff members through creation of small teams and peer observation?
6. Have I initiated steps to institutionalize the staff development program and its objectives?

The principal is the key figure in determining the ultimate success of any effort to develop school personnel and thus plays a major role in school improvement. School improvement means people and process improvement. " Richard Du Four

Areas for Teacher Learning and Development

The Standards movement brought the question of performance into the forefront-not only in student performance but also in teacher performance. It has highlighted the question, "What should teachers know and be able to do?" As research points more and more to the issue of quality in teacher performance and the impact of teachers on student achievement, it has been brought about of sense of urgency to the importance of teacher development.

According to researcher - Robert Marzano, "the teacher is the single most important factor affecting student achievement (and the single most important factor that we can influence)." The following chart contains different domains of teaching that have been used to measure teacher effectiveness in the Praxis and in the National Board of Professional Teacher Standards which can be useful to guide school leaders to identify important areas for teacher development:

The Framework for Teaching: Components of Professional Practice	
<p><i>Domain 1: Planning and Preparation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> Demonstrating Knowledge of Students <input type="checkbox"/> Setting Instructional Outcomes <input type="checkbox"/> Demonstrating Knowledge of Resources <input type="checkbox"/> Designing Coherent Instruction <input type="checkbox"/> Designing Student Assessments 	<p><i>Domain 2: The Classroom Environment</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating an Environment of Respect and Rapport <input type="checkbox"/> Establishing a Culture for Learning <input type="checkbox"/> Managing Classroom Procedures <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Organizing Physical Space
<p><i>Domain 4: Professional Responsibilities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting on Teaching <input type="checkbox"/> Maintaining Accurate Records <input type="checkbox"/> Communicating with Families <input type="checkbox"/> Participating in a Professional Community <input type="checkbox"/> Growing and Developing Professionally <input type="checkbox"/> Showing Professionalism 	<p><i>Domain 3: Instruction</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating with Students <input type="checkbox"/> Using Questioning and Discussion Techniques <input type="checkbox"/> Engaging Students in Learning <input type="checkbox"/> Using Assessment in Instruction <input type="checkbox"/> Demonstrating Flexibility and Responsiveness

There are several advantages in using this framework to help "frame" your professional development needs:

- This framework can help you develop professional teaching vocabulary as a way to communicate about best practices in effective teaching.
- For new teachers, this framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice.
- A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development.
- A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

APPENDICES

- A. Quality Standards for Charter Schools in Maryland
- B. Areas for Teacher Learning and Development
- C. Toolkits:
 - Study Groups
 - Lesson Study
 - Examining Student Work
 - Collaborative Planning
 - Action Research
- D. Ideas for Handouts and Posters

QUALITY STANDARDS FOR CHARTER SCHOOLS

Implementation of these innovative strategies for job embedded professional development helps the school to not only improve student performance, teacher performance and school performance but leads the school into meeting Maryland's Quality Standards for Charter Schools

QUALITY STANDARDS FOR CHARTER SCHOOLS

Maryland State Department of Education

Office of School Innovations

Indicator I: Culture of Continuous Improvement (Process)

STANDARD: *Quality Public Charter Schools sustain a culture and infrastructure of continuous improvements that serves to maintain the long term success of the school.*

Performance Measures:

- 1. Evidence of the use of data analysis to guide improvements**
- 2. Evidence of structures to support improvement efforts**
- 3. Evidence of action plans**
- 4. Evidence of an implemented performance management process**

Critical Success Factors:

1. Strategic planning is used annually to guide and focus improvement efforts
2. Data analysis helps to design and guide improvement efforts:
 - Data analysis is conducted at distinct levels: school level, classroom level, student level
 - Data analysis is conducted in three distinct data areas: demographic area, outcome area, and process area
 - Process data analysis includes: the study of classroom practices, curriculum alignment and teacher development needs
3. School schedules allocate time for grade level teachers to meet weekly to plan and to develop strategies for improving student achievement
4. Professional development is guided by strategic planning and data analysis
5. Distributed leadership is valued and encouraged
6. All staff is invested in the school mission, vision and in supporting the process of continuous improvements
7. The school's administration effectively implements instructional leadership strategies
8. The school's governance board ensures accountability by reviewing and monitoring results, and ensuring that infrastructures effectively support improvement goals.

Indicator II: Innovative practices (Process, Input)

STANDARD: *Quality Public Charter Schools launch and sustain effective educational innovations and the promising practices of school reform.*

Performance Measure:

- 1. Number of identified researched based innovations, rated levels of implementation....."initiation, implementation or institutionalized" etc.**

Critical Success Factors:

1. Vision and mission of the school is clearly defined and is supported by the school's strategic plan, culture and infrastructure.
2. Infrastructure of school is based upon best researched practices e.g.: curriculum, assessment, and instructional strategies, resource utilization (i.e. staffing, space, community, parents, materials, technology, equipment, furniture etc.), programs, governance models, school schedules, classroom and school organization etc.
3. Infrastructure supports continuous teacher leadership, and board development.
4. School stakeholders show commitment to implementing practices producing best results.

Indicator III: Student Achievement (Outcome)

STANDARD: Quality Public Charter Schools are dedicated to increasing student learning and achievement and use this value as the foundation of all school efforts

Performance Measures:

- 1. Proficiency levels on state assessments by grade and subject**
- 2. Progress over time- growth**

Critical Success Factors:

1. All students achieve a high level of proficiency on state assessment measures annually.
2. Achievement goals are defined and targets set by all school staff and students to accomplish annual achievement increases.
3. Teachers meet regularly to discuss learning standards (VSC), plan how they will help students to meet or exceed the standards and examine student work against the standards and use this information to adjust their instruction.
4. Progress Report updates are provided to parents regularly.
5. Students that are not meeting grade level standards receive multiple opportunities for academic intervention and acceleration (in classroom, out of classroom, beyond regular school hours, etc.).
6. Staff hold high expectations for all students.
7. Teachers differentiate their instructional practices to meet the learning needs of all students in their classroom.
8. School policies, procedures, programs and resources are aligned to support student learning.

Indicator IV: School & Community Engagement (Input, Output)

STANDARD: *Quality Public Charter Schools maintain shared understandings and commitment to provide positive learning environments and experiences through the engagement of all students, parents, staff and community*

Performance Measures:

- 1. Student - attendance, retention, suspension rate etc.**
- 2. Teacher - retention, leadership, active participation in school development etc.**
- 3. Parent - active participation in school matters etc.**
- 4. Community - number of partnerships, participation in school development etc.**

Critical Success Factors:

1. Parents understand and support the school's mission and vision.
2. Parents understand how to best support learning at home.
3. Community resources are identified and utilized to support school development and student learning.
4. The school's governing board includes representation of parents & school community. The school governing board meets regularly and has developed appropriate bylaws for conducting effective meetings. The board has developed appropriate school plans and policies to ensure school and student success.
5. The school's strategic plan includes strategies to continuously improve the school's learning environment and student experiences.
6. The school has developed tools to ensure that parents and the community are kept informed about school developments.
7. The school maintains a variety of supports for behavioral interventions, social development, and enrichment of opportunities that encourage student growth and development.

AREAS FOR TEACHER DEVELOPMENT

FRAMEWORK FOR TEACHING BY CHARLOTTE DANIELSON

The following rubric based on Charlotte Danielson's work on teaching domains can be used by teachers to help guide self reflection, collaborative discussions and to set improvement goals.

Domain 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teacher Standard

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates students misconceptions.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 1: PLANNING AND PREPARATION
Component 1b: Demonstrating Knowledge of Students

Teacher Standards

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows the patterns.
Knowledge of Students= Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different intelligences.	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students =varied approaches to learning in instructional planning.
Knowledge of Students= Skills and Knowledge	Teacher displays little knowledge of students =skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students=skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students =skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students= skills and knowledge for each students, including those with special needs.
Knowledge of Students= Interests and Cultural Heritage	Teacher displays little knowledge of students =interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students=interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 1: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals

Teacher Standards

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Goals-Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable but teacher can also clearly articulate how goals establish high expectations and relate curriculum frameworks and standards.
Goals- Clarity	Goals are either not clear or are not stated as student activities. Goals do not permit viable methods of assessment	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration	Goals reflect student initiative in establishing important learning.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Teacher Standards

- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem-solving and performance skills.
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

Teacher Standards

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selection or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer not variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson’s or Unit’s structure is clear and allows for different pathways according to student needs.

Domain 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

Teacher Standards

- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

Teacher Standards

- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and selfmotivation.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teachers	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students =cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interactions	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

Teacher Standards

- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

Teacher Standards

- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation
- The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning	Tasks for group work are partially organized, resulting in some off task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Para-professionals	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make substantive contribution to the classroom environment.

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

Teacher Standards

- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.
- The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct reappear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

Teacher Standards

- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self- motivation.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and arrangement of furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to learning and use of physical resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: INSTRUCTION
Component 3a: Communicating Clearly and Accurately

Teacher Standards:

- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.
- The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and written language	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.	Teacher’s spoken and written language is correct and expressive, with well- chosen vocabulary that enriches the lesson.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques

Teacher Standards

- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher=s questions are virtually all of poor quality.	Teacher=s questions are a combination of low and high quality. Only some invite response.	Most of teacher=s questions are of high quality. Adequate time is available for students to respond.	Teacher=s questions are of uniformly high quality with adequate time for students to respond. Student formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teach mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussions, with teacher stepping when appropriate to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: INSTRUCTION
Component 3c: Engaging Students in Learning

Teacher Standards

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students= knowledge and experience.	Representation of content is appropriate and links well with students= knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of students	Instructional groups are inappropriate to students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional of a lesson.	Instructional groups are productive and fully appropriate to students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to

				influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: INSTRUCTION
Component 3d: Providing Feedback to Students

Teacher Standards

- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands how pupils differing their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.
- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality: accurate, substantive, constructive and specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present: others are not.	Feedback is consistently high quality	Feedback is consistently high quality. Provision is made for students to use feedback in their learning
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

Teacher Standards

- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to students	Teacher ignores or brushes aside students’ questions or interests.	Teacher attempts to accommodate students’ questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students’ questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student’s lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Teacher Standards

- Teacher understands and uses formal and informal assessment strategies to evaluate and insrue the continuous intellectual, social, and physical development of the pupil.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others& who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Teacher Standards

- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher=s system for maintaining information on student completion of assignments is in disarray	Teacher=s system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher=s system for maintaining information on student completion of assignments is fully effective.	Teacher=s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher=s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher=s system for maintaining information on student progress in learning is effective.	Teacher=s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation
Non-instructional Records	Teacher=s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher=s records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher=s system for maintaining information on non-instructional activities is fully effective.	Teacher=s system for maintaining information on non-instructional activities, and students contribute to its maintenance.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Communicating with Families

Teacher Standards

- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Information about the instructional program	Teachers about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information provides little information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Contributing to the School and District

Teacher Standards

- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

Teacher Standards

- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

Teacher Standards

- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students=needs	Teacher=s attempts to service students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher=s decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental Decision making and helps ensure that such decisions are based on the highest professional standards.

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996

Toolkits for Professional Learning

Job Embedded Strategies

PROTOCOLS

The tools that follow can be distributed among collaborative groups of teachers to provide them with guidance in implementing the job embedded strategy selected to develop the professional learning community model.

Protocols help new teams organize and develop structures that will help the group to initiate meaningful interactions. They have to develop the trust and comfort needed to make learning effective. Initially, it is helpful to have the protocols be facilitated by a teacher leader in the group until the group develops comfort and then the responsibility can be rotated. Once your teams develop comfort and start learning new information and strategies they become true *Professional Learning Communities* that become willing and experienced in trying out new ideas.

- Study Group and Collaborative Planning
- Lesson Study
- Examining Student Work
- Action Research

STUDY GROUP AND COLLABORATIVE PLANNING

Purpose:

Teachers meet as a group (up to six teachers) to plan lessons and units, exchange ideas, discuss the State Learning Standards (VSC), develop assessments, align curriculum materials by selecting textbooks, trade books, instructional software and audio visual instructional tools or to simply select a pedagogical area that they have identified as a group (using student and classroom level data) to study and gear instructional improvements.

Process:

1. A team leader is selected. The leader will be responsible for meeting with the principal at least monthly to discuss the work of the study group, set up the first study group meeting and arrange for the collaborative assessment of the group's needs, the content and topic to be focused on for the study and to set up the logistics of how the learning will take place.
2. The study group sets ground rules that will facilitate the meeting process and help to meet the group's goals.
3. The group holds its first meeting to assess their learning needs. The team leader assists the team to review relevant data and can also use the teaching framework rubric to help teachers do a self assessment or for purposes of discussion.
4. The group then develops learning goals and an action plan to guide what they want to accomplish.
5. The teachers meet to implement the plan, discuss their progress and exchange ideas and experiences.
6. Once the goals have been accomplished, the team prepares to share their work and learning experiences with their school colleagues.

Teachers can use the following work sheet as part of their tools for implementation.

STUDY GROUP

SCHOOL NAME

TEAM LEADER: _____ MEETING DATES: _____

TEAM MEMBERS: _____

SCOPE OF STUDY

AREAS:	FOCUS:	DESCRIPTION:
◇ STATE LEARNING STANDARDS	<input type="checkbox"/> Understanding the Standards	
	<input type="checkbox"/> Teaching the Standards	
	<input type="checkbox"/> Assessing the Standards	
	<input type="checkbox"/> Material Alignment to the Standards	
◇ FRAMEWORKS FOR TEACHING	<input type="checkbox"/> 1- Planning and Preparation	
	<input type="checkbox"/> 2- The Classroom Environment	
	<input type="checkbox"/> 3- Instruction	
	<input type="checkbox"/> 4- Professional Responsibilities	
	<input type="checkbox"/> 5 - Assessments	
◇ SCHOOL IMPROVEMENT	<input type="checkbox"/> Data Review and Study (Root Causes Analysis)	
	<input type="checkbox"/> SMART Goal development	
	<input type="checkbox"/> Action Planning	

STUDY PLAN

ACTIVITIES:	RESPONSIBILITY	TIMELINE	RESOURCES NEEDED:	SUCCESS INDICATORS

LESSON STUDY

Lesson study is a teaching improvement process. Working in a small group teachers collaborate with each other to discuss learning goals and to plan an actual classroom lesson called "a research lesson", to study and observe how it works in practice, and then to revise and report on the results so that other teachers can benefit from the experience. Research shows that this practice contributes to the improvement of the entire educational environment by:

1. Improving classroom practice
2. Expand and implement new content and approaches
3. Connect classroom practice to broader school goals
4. Explore conflicting ideas that can serve as a barrier to improved student achievement
- 5 Deepens content knowledge

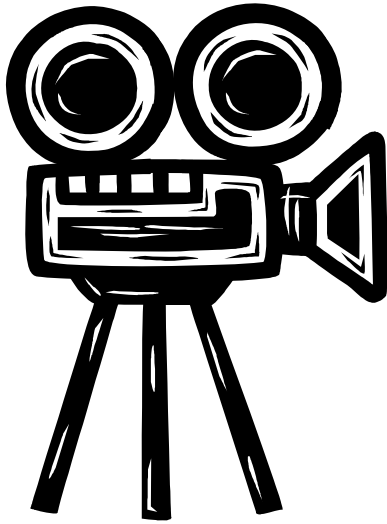
The collaborative nature of the lesson study process helps strengthen collegial relationships among teachers but it also can be intimidating during the initial implementation. Teachers need to make sure that they keep the goal of improving student learning as their main focus of the study. The focus of the observation conducted during the process of lesson study is on student thinking and learning and not on teacher evaluation.

For the lesson study to be successful, teachers must have supporting conditions as follows:

- A shared curriculum
- A context of collaboration
- Time to meet as a team and release time for peer observations
- Self-critical reflection
- Administrative support
- A trusting environment

Lesson Study has been credited with school reform and improvement in Japan and in many schools across the nation.

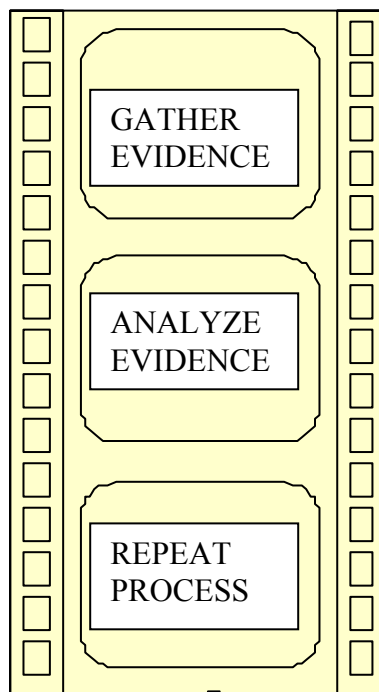
THE LESSON STUDY PROCESS:



FORM
A
TEAM

DEVELOP
GOALS

PLAN A
LESSON



LESSON STUDY

SCHOOL: _____ DATE: _____

TEAM MEMBERS:	GRADE LEVEL OR SUBJECT AREA

AREAS OF STUDY SELECTED AND LEARNING GOALS
<input type="checkbox"/> PEDAGOGY
<input type="checkbox"/> CONTENT KNOWLEDGE
<input type="checkbox"/> CLASSROOM ORGANIZATION
<input type="checkbox"/> CLASSROOM MANAGEMENT

RESEARCH REVIEW:

COLLABORATIVE LESSON PLAN

CONTENT AREA: _____

DELIVERY DATE: _____

TEACHER / S THAT WILL DELIVER: _____

TEACHER/S THAT WILL OBSERVE _____

AND RECORD: _____

LEARNING STANDARDS TO ADDRESS:

EXPECTED STUDENT OUTCOMES (OBJECTIVES):

SETTING UP THE CONTEXT AND LEARNING ENVIRONMENT:

STEPS OF THE LESSON/PROCESS	KEY QUESTIONS/IDEAS
1. Introduction (Setting the Stage / Background Knowledge)	

STEPS OF THE LESSON/PROCESS	KEY QUESTIONS/ IDEAS
2. Presentation of New Learning	
3. Learning Activities	
4. Assessing Student Learning	

COLLABORATIVE LESSON PLAN

OBSERVATION PROTOCOLS

Observers will:

- Not interfere in the lesson delivery
- Take notes of observations on the corresponding section of the lesson plan
- Notes will record what is taking place only (no interpretations)
- Reflect on what they saw after the lesson
- Bring the notes to the feedback group session

FEEDBACK PROTOCOLS

The Learning Team:

- Selects a facilitator
- Reviews the lesson plan
- Asks teacher/s who taught the lesson to share reflections and comments on the lesson
- Asks observer/s to share the notes taken during the lesson
- Discusses what took place
- Reflects on:
 - Whether student outcomes were met (provide examples - reactions, responses, etc.)
 - Level of progression towards meeting the learning standard (student work)
 - Whether or not the team's learning goals were met
- Makes a decision on:
 - Further study or research needed
 - Needed to adjust the plan and have other team members deliver / observe the lesson
 - Prepare a new lesson plan
- Summarizes their learning and outcomes to share with other teams

EXAMINING STUDENT WORK

PRE-REQUISITE PROCESS:

1. Grade level teachers meet to begin the process.
2. Team decides what Learning Standards will serve as the basis for the student work (task) and discuss the following:
 - What are students expected to know?
 - What are students expected to do?
 - How will we know if they have met the standard?
3. Teachers should have clear understanding of what they are looking for and answer the following question:
 - What does a proficient response look like?
4. Teachers work through the process of reaching consensus.

PROTOCOL:

1. Identify characteristics of proficiency of a grade level learning standard teachers are working on. Teachers can discuss the following questions:
 - What did you ask the students to do?
 - Which Maryland standard indicator and objective were you assessing?
 - What did you consider proficient performance on this assignment?
 - What did the student need to say or write for you to consider their work proficient?
2. Teachers bring at least three samples of student work based upon the learning standard (team can decide if they want the samples to be selected randomly or based upon what the teacher considers to be at the bottom of the class, at the middle of the class and at the top of the class.
3. Team can choose to select pieces of student work randomly at the beginning and then once they are comfortable with the process they can change the process to become more diagnostic as follows:
 - Middle student work = will provide information about what the teacher needs to do instructionally for the class
 - Bottom student work = will provide information on what needs to be done for that student (strategies for intervention can be discussed)
 - Top student work = will provide the context for discussion about how to extend or enhance instruction for this student (strategies for acceleration can be discussed)
4. Team summarizes the data captured for each member of the team using the data sheet for examining student work.

EXAMINING STUDENT WORK

DATA SHEET

TEAM MEMBERS:

DATE STARTED: _____

GRADE LEVEL: _____

LEARNING STANDARDS	TOPIC / INDICATORS	OBJECTIVES:

PROFICIENCY CRITERIA FOR PERFORMANCE OF THESE STANDARDS: ("Look fors" and indicators that students were successful in meeting this standard. This can be done in a form of a rubric)

STUDENT WORK

DATA ANALYSIS SUMMARY

TEAM MEMBER: _____

STUDENTS:	WHAT DOES STUDENT KNOW?	WHAT DOES STUDENT NEED TO KNOW	WHAT WILL BE PLANNED FOR THIS STUDENT NEXT?

ACTION RESEARCH

Team Members: _____

Start Date: _____

- Planning Stage:** Identify an area of challenge for the team
 Select an area of focus in one of the three instruction design components
 Identify method for the research
 Identify team's beliefs about solutions
 Develop questions that will help to guide the research

Challenge / Problem	Area of Focus for Research	Research
	<input type="checkbox"/> Organization Strategies (way in which lesson is arranged and sequenced) <input type="checkbox"/> Delivery Strategies (way in which information is carried to the student) <input type="checkbox"/> Management Strategies (way in which the teacher guides classroom procedures and determines how learners interact with activities, each other, routines and materials)	Use of the following strategy: <input type="checkbox"/> Peer Coaching <input type="checkbox"/> Peer Observation and Feedback <input type="checkbox"/> Reflective Log <input type="checkbox"/> Study of Materials _____ _____ _____ _____ <input type="checkbox"/> Collection and Study of Data (Outcomes) ___ Assessment Results ___ Student Work
Theory / Beliefs		
Research Questions to answer:		

Implementation Stage: Develop a plan to guide your research
 Decide what data is needed and collect the information
 Implement the plan

WHAT? (activities /actions)	WHO?	WHEN?	WHERE?	HOW?

Analysis and Reflective Stage: Team discusses findings
 Team answers research questions
 Team summaries new learning
 Team identifies need for additional learning

Report on what was learned: Team plans how they will share their research, findings and learning
 with other colleagues

IDEAS FOR POSTERS AND HANDOUTS





AMID THE STARS

The wise woman listened and laughed. "My dear child, you have found the secret."

I was puzzled. "How can I have found it?"

"Because, you see, the secret of wisdom is to be curious--to take the time to look closely, to use all your senses to see and touch and taste and smell and hear.... to keep on wandering and wondering."

"Wandering and wondering," I repeated softly.

"And if you don't find all the answers, you will surely find more to marvel at in this curving, curling world that spins around and around amid the stars."

-- Merriam (1991)



IF, AS A TEACHER.....

- I present the same lessons in the same manner that I have in the past;
- I seek no feedback from my students;
- I do not analyze and evaluate their work in a manner that changes my own emphasis, repertoire, and timing;
- I do not visit or observe other adults as they teach;
- I do not visit other schools or attend particular workshops or seminars or read professional literature on aspects of my teaching;
- I do not welcome visitors with experience and expertise to observe and provide feedback to me on my classroom practice;
- I have no yearly individualized professional development plan focused on classroom changes to improve student learning; and finally,
- I have no systemic evaluation of my teaching tied to individual, grade / department, and school wide goals,

THEN

I have absolutely no way to become better as a teacher

GUIDELINES FOR RUBRIC DEVELOPMENT

As your teams meet to "EXAMINE STUDENT WORK", it is always helpful for teachers on the team to be aware of what they are looking for student performance and how to make the Maryland learning standards come alive through student tasks.

One activity that is extremely important is to encourage them to develop consensus on what proficiency means in student performance and then develop a rubric to help them better assess student work. These rubrics then become part of their curriculum and assessment repertoire for helping to develop tasks

Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

PERFORMANCES: STUDENTS WILL BE ABLE TO:	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

		performance.			
PERFORMANCES: STUDENTS WILL BE ABLE TO:	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

Written by Your Name. Last updated mm/dd/yy.

CREATING SMART GOALS



Specific

To set a specific goal you must answer the six "W" questions:

- Who - is in involved?
- What - do I want to accomplish?
- Where - it will take place?
- When - will it be accomplished?
- Which - requirements?
- Why - is it important?

Measurable

Establish concrete criteria to measure progress towards attainment

Attainable

Can you plan the steps to make it attainable?

Realistic

Does the goal represent an objective toward which the team is both willing and able to work at accomplishing?

Time Bound

Establish a time frame to accomplish the goal (is it tangible?)

References

1. Conzemius and O'Neill, The Handbook for Smart School Teams, NES: 2002
2. Danielson, Charlotte, Enhancing Professional Practice – A Framework for Teaching, ASCD: 2002
3. Dufour, Richard, The Principal As Staff Developer, NES: 1991
4. Glickman, Carl D, Leadership for Learning – How to Help Teachers Succeed, ASCD: 2002
5. Roberts and Pruitt, Schools as Professional Learning Communities, Corwin Press, Inc.: 2003
6. Sagor, Richard, Guiding School Improvement with Action Research, ASCD: 2002
7. Strong, Silver and Perini, Teaching What Matters most – Standards and Strategies for Raising Student Achievement, ASCD: 2001
8. Stronge, James, Qualities of Effective Teachers, ASCD: 2002

James H. DeGraffenreidt, Jr.
President

Nancy S. Grasmick
State Superintendent of Schools
Secretary/Treasurer of the Board

Ann E. Chafin
Assistant State Superintendent
Division of Family, Student, and School Support

Hilda Ortiz
State Director
Office of School Innovations

Martin O'Malley
Governor



Office of School Innovations
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
www.marylandpublicschools.org
410-767-3677