



Woodland Instructional Framework

2013

Instructional Guide:

An instructional guide is a compilation of research based effective instructional practices. In Woodland School District we have organized best instructional practices around our four guiding questions.

What do we want our students to learn?

- We will provide clear and intentional focus on subject matter, content and curriculum.

How will we teach them?

- We will center our instruction on high expectations for all students.
- We will demonstrate effective teaching practices.
- We will foster and manage safe, positive learning environments

How will we know they learned?

- We will use multiple student data elements to modify instruction and improve student learning.

How will respond to their learning?

- We will recognize individual student learning needs and develop strategies to address those needs.
- Will communicate and collaborate with parents and the school community.
- We will exhibit collaborative and collegial practices focused on improving instructional practice and student learning.

The following pages of this document are intended to describe in depth what each of these commitments looks like in classrooms. The guiding questions and resources are intended to provide teachers with further opportunity to learn more about implementing these practices.

CRITERION 1: Centering instruction on high expectations for student achievement

KEY WORD: Expectations

DEFINITION: The teacher develops and communicates high expectations for student learning.

Establishing a culture for learning <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. •
Communicating with students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If the tactic is appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher's vocabulary and usage are correct and completely suited to the lesson. • The teacher's vocabulary is appropriate to the students' ages and levels of development.
Engaging students in learning <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.

Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

Establishing a culture for learning	<ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
Communicating with students	<ul style="list-style-type: none"> • The teacher points out possible areas for mis-understanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Engaging students in learning	<ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
Teacher plans for high cognitive demand. (The teacher communicates high expectations for student learning.)	How do you and students use data to determine students' learning needs?	Utilize data banks/sources to plan lessons. Brainstorm with a colleague what other data sources would help you meet the needs of all students.	Student Assessment Data from your building and school district
	How do you design lessons/assignments for higher order thinking?	Design a lesson with a colleague paying attention to the student thinking required. Use references (e.g. Bloom's/Costa's) to plan questions to ask.	<i>How to Assess Higher-Order Thinking Skills in Your Classroom</i> by Susan Brookhart
	How do you ask questions that prompt and challenge all students to think? How do you teach students to understand a variety of thinking strategies and apply them in diverse situations?	Brainstorm and try multiple ways for students to respond to questions (i.e. with a partner, small group, whole group, verbally, in writing, etc.). Have students use Blooms'/Costa's taxonomies to identify what level of thinking they are using.	Thinking Routines: Visible Thinking from Harvard Project Zero, available at: http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html
		Have students discuss and/or demonstrate multiple ways to problem solve.	

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher supports students' ownership of learning: setting goals, monitoring progress, self-reflecting, i.e. asking for support when needed and/or adjusting process when needed.	How do you assist students in setting challenging learning goals based on standards? How are you and your students assessing progress toward challenging learning goals?	Students have a means (in learning log, charts, etc.) to track and reflect on progress towards goals. Students reflect on previous formative assessment work and data to dialogue about next steps (state data, MAPS data, previous work) might be possible.	<i>How to Give Effective Feedback to Your Students</i> by Susan Brookhart <i>Better Learning Through Structured Teaching</i> by Douglas Fisher and Nancy Frey
	How do you assist students in breaking learning goals into manageable steps?	Teacher provides a menu of choices for student improvement on goals; students select a goal that fits best with where they are.	Framework materials, references, books and rubrics from the district adopted instructional framework
	How do you encourage students to be active decisionmakers in their own learning (i.e. asking for help or adjusting process)	<p>Unpack the knowledge and skills embedded in the learning goal. Have a discussion / draw a picture of what will it look like when we have learned it.</p> <p>Ask a colleague or mentor or administrator to take data on frequency of teacher talk vs student talk; teacher-initiated questions vs student initiated questions.</p> <p>Collect data on the categories of student talk happening when the focus of learning has shifted to the students.</p> <p>Pass out sentence stems for students to use to ask questions of the teacher and of each other.</p> <p>Role-play or fishbowl for students what it looks like to ask different types of questions.</p> <p>Role-play or fishbowl for students on effective group processes. Establish roles for students in groups.</p> <p>Students have multiple ways of participating (oral, written, pairs, dyads, groups) and have choice and guidance about what method they use.</p>	<i>Developing Responsible and Autonomous Learners: A Key to Motivating Students</i> . Available at: http://www.apa.org/education/k12/learners.aspx <i>“Giving Students Ownership of Learning” Education Leadership</i> . November 2008 Volume 66 Number 3, Pages 32-37. <i>Releasing Responsibility</i> by Douglas Fisher

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Books:

Checking for Understanding: Formative Assessment Techniques for Your Classroom by Fisher and Frey
Classroom Instruction that Works, second edition by Dean et al; reference the chapter on setting objectives and providing feedback
How to Assess Higher-Order Thinking Skills in Your Classroom by Susan Brookhart.
How People Learn: Mind, Brain, Experience and School by M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino, editors.
Intellectual Character by Ron Ritchhart
The Differentiated Classroom by Carol Ann Tomlinson
Teach Like a Champion by Doug Lemov ; “No Opt Out” or “Stretch It” strategies
Understanding by Design by Wiggins and McTighe

Articles & Other Resources:

Bloom's/Costa's taxonomies

http://www.dusd.net/staff/jaquimby/Mr._Quimby_-_GMS/Higher_Order_Thinking.html

“Diversity and Motivation: Culturally Responsive Teaching” by Wlodkowski and Ginsberg. Educational Leadership, November 2008.

Philosophical Chairs, Socratic Seminar (other discussion formats)

Teacher Development Group – (for math teachers)

CRITERION 2: Demonstrating effective teaching practices

KEYWORD: Instruction

DEFINITION: The teacher uses researched based instructional practices to meet the needs of all students

Using questioning and discussion techniques <ul style="list-style-type: none">• Questions elicit thoughtful response• Sufficient time for student thought and answer• Student participation in discussion	<ul style="list-style-type: none">• Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.• The teacher makes effective use of wait time.• The teacher effectively builds on student responses to questions.• Discussions enable students to talk to one another without ongoing mediation by the teacher.• The teacher calls on most students, even those who don't initially volunteer.• Many students actively engage in the discussion.
Reflecting on teaching <ul style="list-style-type: none">• Reflection accurately assesses the lesson's effectiveness• The degree to which outcomes were met• Cite evidence to support judgment• Specific suggestions for lesson improvement	<ul style="list-style-type: none">• The teacher accurately assesses the effectiveness of instructional activities used.• The teacher identifies specific ways in which a lesson might be improved.

Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

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Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

Using questioning and discussion techniques <ul style="list-style-type: none"> • Questions elicit thoughtful response • Sufficient time for student thought and answer • Student participation in discussion 	<ul style="list-style-type: none"> • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Reflecting on teaching <ul style="list-style-type: none"> • Reflection accurately assesses the lesson's effectiveness • The degree to which outcomes were met • Cite evidence to support judgment • Specific suggestions for lesson improvement 	<ul style="list-style-type: none"> • Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
<p>The teacher sets a purpose for the lesson and includes students' goals and learning targets.</p>	<p>What is the purpose or rationale for this lesson? Can students articulate goals and steps to achieve?</p> <p>How will the student(s) know and understand the goals/learning targets of the activity? (student voice)</p> <p>In what ways will students demonstrate understanding of the intended goals and/or learning targets?</p> <p>What do you expect the student(s) to know and be able to do as a result of this lesson?</p> <p>What knowledge, skills and <i>dispositions</i> must the student(s) have before beginning this lesson?</p> <p>How did you determine students' existing level of knowledge or skill?</p> <p>Why have you selected this lesson for this student or group of students?</p> <p>What makes the lesson <i>developmentally appropriate</i> for this student or group of students?</p> <p>How did your knowledge of student/classroom context, background and life experiences effect/inform your planning for this lesson?</p> <p>How does this lesson fit into the progression of learning for the student(s)?</p>	<p>Teacher uses state and district standards to plan lesson(s).</p> <p>Teacher uses <i>curriculum and pacing guides</i> to plan lessons(s).</p> <p>Teacher communicates with student(s) about goals/learning targets using a variety of means (e.g. writing on the board, call & response, having students write it down, asking students to explain it).</p> <p>Teacher connects target to student experience/interest for relevance. Ask students to reflect on or self-assess their before during and after knowledge or performance on the learning target.</p> <p>Teacher reviews IEP goals for each student – meet with case manager for clarification.</p> <p>Throughout lesson teacher reinforces target by explicitly tying it to the learning/activity.</p>	<p>State and school district Standards Student assessment data & IEP goals</p> <p>Curriculum and pacing guides</p> <p>"Knowing Your Learning Target", by Connie M. Moss, Susan M. Brookhart and Beverly A. Long, available: http://www.ascd.org/publications/educationalleadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx</p> <p>Dr. Madeline Hunter's Elements of Lesson Design: http://www.csun.edu/science/ref/plans/lesson_design_hunter.html</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher identifies Appropriate assessments (diagnostic, formative, summative) <i>(For more on this, refer to Criterion 6: Assessment)</i>	How were assessments choices influenced by the needs, traits, strengths, and weaknesses of each student or group of students? Do goals reflect diagnostic information and specific knowledge of students and instructional contexts? Are curriculum-provided assessments aligned to state standards? Do I need to provide additional assessments to evaluate my student(s) level of competency?	Teacher informs students of lesson assessment/rubrics before beginning instruction. Teacher uses assessment probes to determine students' current levels of performance /understanding. Teacher collects evidence of learning throughout lesson. Students demonstrate application of knowledge/skill, or students create a product that represents understanding.	"Helping Students Understand Assessment," by Jan Chappuis, available: http://teachingss.pbworks.com/f/Helping%2BStudents%2BUnderstand%2BAssessment.pdf <i>Classroom Assessment for Student Learning</i> by Stiggins, Arter, Chappuis & Chappuis

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher designs/plans standards-driven lessons that have coherent structure and produce intended outcomes	Does my instructional design align with goals? How will you activate students' prior knowledge? How will you assist students' understanding of how this lesson connects to prior learning and to overall unit goals? What will you do if they already know it? Does the target of this lesson have any interdisciplinary connections that can be made? How will I make it meaningful and relevant? How can I use the gradual release model of instruction to provide guided practice opportunities for the student(s)? How will I check for understanding throughout lesson? How can students be involved in checking each other's understanding? What if I find that some students are getting it but some are not? When will I decide to stop and re-teach? What materials, learning processes and feedback mechanisms can I use that are relevant to students and student success? How will I review the target as part of the closure to the lesson?	Teacher aligns goals, activities (interventions/enrichments), and assessments. Teacher uses assessments to monitor student learning (formative). Teacher adjusts instruction and pacing as needed. Teacher collects and analyzes data during instructional unit. Teacher uses wait-time and varies methods for calling on students to ensure equity of student responses. Teacher uses stems/sentence starters to support effective questioning techniques.	State and school district standards Student assessment data Curriculum and pacing guides

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates high expectations for all learners. <i>(For more on this, refer to Criterion 3: Differentiation) Or perhaps Criterion 1: High expectations</i>	How will you communicate academic and behavioral expectations? How will students demonstrate an understanding of expectations? How will you motivate student to achieve at a high level?	Teacher maintains cognitive complexity in lessons. Teacher asks rigorous questions to promote analysis, synthesis and evaluation. Teacher incorporates problem solving opportunities Teacher gives students time for reflection and self-evaluation.	Bloom's Taxonomy – old and revised examples: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm Reciprocal Teaching: http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher designs learning opportunities that maximize student engagement and interest	What is the ideal grouping for this lesson? How will I promote positive student interactions? How will students exchange ideas? What do I know about students' learning styles, attitudes and interests, skill set, relationships, and cultural background that may influence the planning of the lesson? How will I accommodate student choice? What will I do to meet the needs of a wide range of learners? What examples can I use that will help students understand the new concept? What can I do to provide time for students to process information before, during, and after the lesson? How do I balance direct instruction and student dialogue/cooperative student thinking opportunities? How do I allow for student thinking and processing time? Does the pacing of the lesson enhance or diminish student engagement?	Teacher allows students to participate in goal setting. Teacher considers learning modalities and styles when planning lessons. Mentor or colleague takes student observation data to provide teacher with data on student engagement (video). Teacher administers a learning inventory to identify areas of strength and areas for improvement – teacher uses this data to plan lesson activity and progression. Teacher develops active learning or problem-based learning that make the lesson engaging, relevant and memorable. Teacher conducts an interest inventory of students. Pacing is tracked and teacher reflects on pacing's effect on student engagement. Teacher uses a variety of meaningful examples. Teacher offers a variety of modes for students to demonstrate learning. Teacher offers opportunities for students to connect learning to culture, background, interests and experiences. Teacher uses increased wait-time and varies methods for calling on students to ensure equity of student responses. Teacher gathers resources to accommodate learning styles (e.g. audio prompts, manipulatives, leveled reading material).	"Strengthening Student Engagement," http://www.ascd.org/publications/educationalleadership/sept95/vol53/num01/toc.asp GLAD strategies for positive student interactions and teamwork, http://www.projectglad.com/ CSTP Cultural Competency resources, available at: http://www.cstp-wa.org Visible Thinking: http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher uses content specific pedagogy.	What subject-specific teaching strategies would best match the content for this lesson?	Teacher evaluates the lesson and determines which model of instruction best fits the situation (e.g. constructivist, gradual release of responsibility, scientific inquiry, guided practice, workshop) Science Inquiry	Professional organizations websites (listed on last page) Common Core State Standards: www. http://www.corestandards.org OSPI's page on Common Core State Standards: http://www.k12.wa.us/corestandards

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended by the work group for this Criterion:

Books:

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson.
Instructional Strategies that Work by Robert Marzano
Reading: Knee to Knee, Eye to Eye by Davis Cole
Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment and Unwrapping the Standards: A Simple Process to Make Standards Manageable by Larry Ainsworth
Strategies that Promote Student Engagement, Ernestine G. Riggs and Cheryl R. Gholar
Teach Like a Champion by Doug Lemov
The Strategic Teacher by Harvey Silver
The Teaching for Understanding Guide by Blythe
Understanding by Design by Grant Wiggins, McTighe
Why Didn't I Learn This in College?, " Making Learning Active," pages 63-108 by Paula Rutherford

Websites for professional organizations:

International Reading Association <http://www.reading.org>
Washington Music Teachers Association <http://www.wmta-dc.org>
ASCD: www.ascd.org
NCTM - National Council for Teachers of Mathematics: www.nctm.org
NCTE - National Council for Teachers of English: www.ncte.org
AMTE- Association of Mathematics Teacher Educators: www.amte.net
NSTA- National Science Teachers Association: www.nsta.org
AETS- Association for the Education of Teachers in Science: <http://theaste.org/>
Teacher's Development Group (math): <http://www.teachersdg.org>

Articles & Other Resources:

"Leveling the Playing Field: Sharing Learning Targets and Criteria for Success" by Connie M. Moss and Susan M. Brookhart, available at:
<http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx>
Instructional Theory in Practice (ITIP) Madeline Hunter - See
<http://www.hope.edu/academic/education/wessman/2block/unit4/hunter2.htm>
Quinn's6, by Juli Quinn,
http://www.nsrfharmony.org/protocol/doc/quinns_six.pdf
For tips for Student Engagement, see
http://annenberginstitute.org/tools/practice/stud_engage/tips.php
"Student Motivation, Engagement, and Achievement," available at:
<http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx>
For Active Learning Inventory Tool, by Amburgh, Devlin, Kirwin & Qualters; 2006. Available at:
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2064883/>
Collection of ideas and forms
<http://www.teachervision.fen.com/assessment/resource/5815.html>
Dr. Anita Archer, for videos on Active Participation:
<http://itunes.apple.com/us/podcast/id284756609>
10:2 Theory Mary Budd Rowe, information available at:
<http://www.choiceliteracy.com/public/1055.cfm>

CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.

KEY WORD: Differentiation

DEFINITION: The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

<p>Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>Demonstrating knowledge of students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Establishing Growth Goals</p> <ul style="list-style-type: none"> • Student growth goal(s) • High-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). <p>Achievement of Student Growth Goals</p> <ul style="list-style-type: none"> • Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
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Reflective Questions

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Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

<p>Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>Demonstrating knowledge of students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Establishing Growth Goals</p> <ul style="list-style-type: none"> • Student growth goal(s) • High-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). <p>Achievement of Student Growth Goals</p> <ul style="list-style-type: none"> • Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. • This information is acquired for individual students. • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. • Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. • Goal(s) identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s). • Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. • The teacher's adjustments to the lesson are designed to assist individual students. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher knows the students' personal and academic characteristics	<p>What do I know about my students:</p> <ul style="list-style-type: none"> • Personal: interests, cultural background, family, demographic, learning style preferences, beliefs about learning (readiness) • Academic: prior knowledge, assessments, developmental stages, language proficiency • Characteristics: disabilities (IEP), required adaptations/accommodations (504 plans), ELL 	<p>Administer a student interest survey. Plan ways to informally converse with all students, daily greeting, etc. to expand your understanding of them.</p> <p>Collaborate with building teams on student characteristics, IEPs and 504 plans.</p> <p>Attend school and community events.</p> <p>Learn where to access information about students with disabilities (IEP), required adaptations/accommodations (504 plans), ELL, and student demographics.</p> <p>Learn about developmental characteristics of the age group you teach and consider how your students compare.</p> <p>Evaluate your use of pre assessment strategies and what they tell you about your students.</p>	<p>Sample school-wide interest inventories:</p> <p>http://school.discoveryeducation.com/schrockguide/edres.html</p> <p>http://printables.scholastic.com/printables/detail/?id=35689&ESP=PRT/ib/2010/acq/deeplink///</p> <p>http://www.lkdsb.net/program/elementary/intermediate/di/students.html</p> <p>CSTP Cultural Competency Resources, available at: www.cstp-wa.org</p>

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The teacher uses information about the students to guide instruction.	<p>How do I use this information to plan whole class, small group, and individual instruction?</p> <p>What differentiated strategies do I use to meet my specific students learning needs?</p> <p>How do I adjust my teaching style to meet my students' learning needs and preferences?</p> <p>How does the outcome of the lesson align with your expectations of individual students' performance?</p> <p>What do my formative (both formal and informal) assessments tell me about how my students learn?</p> <p>What do my summative assessments tell me about student learning?</p> <p>What evidence do I have that some/most/all students are progressing towards the learning targets?</p> <p>What are my next steps based on student evidence?</p>	<p>Pick one personal and/or academic characteristic of your students and plan for that in a unit/lesson design.</p> <p>Incorporate visual and auditory elements in every lesson.</p> <p>Get feedback from peer/mentor regarding the effectiveness of your instruction.</p> <p>Plan for using different groupings in each lesson: whole class, think/pair/share, etc.</p> <p>List the objectives of a lesson. Next to each, list evidence of student success. In a third column list your next step based on that success.</p> <p>Evaluate how well your formative assessments indicated your actual student results. Determine ways to strengthen these if needed.</p>	<p>Works of Carol Tomlinson http://www.caroltomlinson.com/</p> <p>For Secondary: Tomlinson & Strickland. (2005). Differentiation in Practice ASCD.</p> <p>For Elementary: Tomlinson (1999). The Differentiated Classroom: Chapter 7 – Instructional Strategies. ASCD.</p> <p>Brookhart, S. (2010). Formative Assessment: Strategies for Every Classroom. Available at ASCD website http://www.ascd.org/publications/books/111005.aspx</p> <p>Hill & Ekey. (2010). The Next-Step Guide to Enriching Classroom Environments: Rubrics and Resources for [Teacher] Self-Evaluation K-6. Heinemann.</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher works effectively with students whose learning is not "typical".	<p>How do I use what I know about my students to differentiate for individuals whose learning is not typical?</p> <p>How do I differentiate learning targets?</p> <p>What alternate modes of instruction do I use?</p> <p>What alternate modes of assessment do I use?</p> <p>How do I use technology to help engage students whose aren't engaged?</p>	<p>Consult classroom surveys to plan differentiation.</p> <p>Collaborate with grade-level/ subject teams and SPED teachers to determine how targets can be differentiated for gen-ed students and which would be specific to student IEPs.</p> <p>Consult w/principal, colleagues for ideas on alternate modes of instruction and assessment, adding to "tool box."</p> <p>Consult district tech, librarian, colleagues for available technology and instructional uses.</p>	<p>Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom (with MyEducationLab) (5th Edition) by Sharon R. Vaughn, Candace S.</p> <p>Bos and Jeanne S. Schumm (Jan 22, 2010)</p> <p>Council for Exceptional Children: Professional Development: Support for Teachers:</p> <p>http://www.cec.sped.org/AM/Template.cfm?Section=Support_for_Teachers&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5610</p> <p>Tomlinson & Imbeau (2010). Leading and Managing A Differentiated Classroom; Chapter 4: Learning Environment. ASCD.</p>

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Books

Differentiation in Practice by Tomlinson & Strickland.

Formative Assessment & Standards-Based Grading by Marzano.

How to Grade For Learning by O'Connor

Leading and Managing A Differentiated Classroom. By Tomlinson & Imbeau. Chapter 4: Learning Environment.

The Differentiated Classroom: Chapter 7- Instructional Strategies by Tomlinson.

Yardsticks: Children in the Classroom Ages 4-14. By C. Woods.

Articles & Web Resources:

Works of Carol Tomlinson

<http://www.caroltonlinson.com/>

Portland School District Pre assessment Strategies:

www.pps.k12.or.us/files/tag/Pre_Assessments.doc

Response to Intervention materials – available at:

<http://www.k12.wa.us/RTI/default.aspx>

All Things PLC (for looking at data and determining next steps):

<http://www.allthingsplc.info/>

CRITERION 4: Providing clear and intentional focus on subject matter, content, and curriculum

KEY WORD: Content Knowledge

DEFINITION: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula, instruction to impact student learning.

<p>Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content/related pedagogy <p>Setting instructional outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners <p>Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Designing coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. • Outcomes represent high expectations and rigor. • Outcomes are related to the “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary. • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multidisciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on. • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.
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Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

<p>Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content/related pedagogy <p>Setting instructional outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners <p>Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Designing coherent instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<ul style="list-style-type: none"> • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks. • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge • The teacher facilitates student contact with resources outside the classroom. • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher knows and understands the breadth and depth of content to be taught and keeps current with trends, including implementation of the Common Core State Standards.	<p>Am I confident in my comprehensive understanding of the content areas I teach?</p> <p>Am I aware of gaps in my understanding of the content?</p> <p>Am I aware of current research, concepts, skills, habits of thinking, and processes in my field?</p> <p>Are my explanations accurate? Can I recognize student misconceptions?</p> <p>How do my lessons align with the Common Core State Standards?</p>	<p>Research professional organizations' web sites for content information and professional development opportunities.</p> <p>Attend workshops or classes related to your content offered through the district, ESDs or universities.</p> <p>Seek out and read current literature on research, concepts, skills, processes, or habits of thinking in your content area(s).</p> <p>Stay current with district adoption of Common Core State Standards. Access OSPI resources online on the implementation.</p> <p>Collaborate with a colleague to investigate the Common Core State Standards.</p>	<p>District instructional framework materials</p> <p>Information on the Core Standards: http://www.k12.wa.us/Corestandards/default.aspx</p> <p>http://www.corestandards.org/</p> <p>Selecting General Education Instructional Materials with Diverse Learners in Mind by Tom Fiore and Rebecca Nero Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx">http://www.ascd.org/publications/curriculumhandbook/413/chapters>Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher understands current standards and scope and sequence of content curriculum and applies these in designing and delivering instruction.	<p>Do I know the K-12 continuum of standards for the content areas I teach?</p> <p>Do I know the K-12 continuum (scope and sequence) of my district curriculum?</p> <p>How well do my instructional units align with the Common Core State Standards?</p>	<p>Review state standards for each grade level (K-12) in your content area.</p> <p>Become familiar with scope and sequence of your district curriculum.</p> <p>Analyze and evaluate the alignment of your current instructional units with district and state standards and scope and sequence.</p> <p>Identify holes and overlap in content.</p>	<p>District instructional framework Materials</p> <p>Information on the Core Standards: http://www.k12.wa.us/Corestandards/default.aspx</p> <p>http://www.corestandards.org/</p> <p>Selecting General Education Instructional Materials with Diverse Learners in Mind by Tom Fiore and Rebecca Nero Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx">http://www.ascd.org/publications/curriculumhandbook/413/chapters>Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher knows and understands content specific pedagogy and assessment and applies to instruction.	<p>What are the research-based best practices in the content areas I teach?</p> <p>What content specific strategies have I read or observed that might enhance the effectiveness of my instruction?</p> <p>Am I aware of which assessment strategies work most effectively in my content areas?</p>	<p>Research pedagogy that is specific to your content area and select one strategy to implement.</p> <p>Observe other teachers who effectively use this strategy.</p> <p>Implement the strategy and reflect on student evidence of engagement and learning.</p> <p>Refer to action steps in previous box for pedagogy resources and classes.</p>	<p>District instructional framework materials</p> <p>Information on the Core Standards:</p> <p>http://www.k12.wa.us/ Corestandards/default.aspx</p> <p>http://www.corestandards.org/</p> <p>Selecting General Education Instructional Materials with Diverse Learners in Mind by Tom Fiore and Rebecca Nero</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher incorporates content related resources into instruction.	<p>Am I aware of the benefits resources can bring to student engagement, understanding, and achievement?</p> <p>How do I know that the resources I use impact student learning?</p> <p>What technology resources will enhance my instruction?</p> <p>Do I have special needs students who need additional resources to meet their needs?</p>	<p>Analyze and evaluate the resources you are currently using for impact on student learning and determine additional needs.</p> <p>Research resources beyond those provided by your curriculum that can enhance student learning.</p> <p>Confer with other colleagues, school librarians, or technology staff for resource ideas.</p>	<p>District instructional framework materials</p> <p>Information on the Core Standards:</p> <p>http://www.k12.wa.us/ Corestandards/default.aspx</p> <p>http://www.corestandards.org/</p> <p>Selecting General Education Instructional Materials with Diverse Learners in Mind by Tom Fiore and Rebecca Nero</p> <p>Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx">http://www.ascd.org/ publications/curriculumhandbook/ 413/chapters/ Selecting-General-Education-Instructional-Materials-with-Diverse-Learners-in-Mind.aspx</p>

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Websites for professional organizations:

International Reading Association <http://www.reading.org>

Washington Music Teachers Association <http://www.wmta-dc.org>

ASCD: www.ascd.org

NCTM - National Council for Teachers of Mathematics: www.nctm.org

NCTE - National Council for Teachers of English: www.ncte.org

AMTE- Association of Mathematics Teacher Educators: www.amte.net

NSTA- National Science Teachers Association: www.nsta.org

AETS- Association for the Education of Teachers in Science:

<http://theaste.org/>

Teacher's Development Group (math): <http://www.teachersdg.org>

Other Resources:

ESD and university web sites of course offerings and online opportunities

Regional ESD Educational Technology Center

Free Technology for Teachers: <http://www.freetech4teachers.com>

CRITERION 5: Fostering and managing a safe, positive learning environment

KEY WORD: Learning Environment

DEFINITION: The teacher fosters and manages a safe and inclusive environment that takes into account physical, emotional and intellectual well-being.

<p>Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with one another <p>Managing classroom procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Responses to student misbehavior <p>Organizing physical space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. • The students are productively engaged during small-group work. • Transitions between large and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.
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Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

<p>Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with one another <p>Managing classroom procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Responses to student misbehavior <p>Organizing physical space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 	<ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity. • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently. • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology.
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher arranges the physical space in a way that is conducive to student learning and safety and supports the planned learning activity.	<p>Can all students see and hear the speaker and see the resources they need to use for their learning?</p> <p>Are posters, charts and other resources relevant to learning?</p> <p>What classroom arrangement would best enhance the activity you have planned? (use of desks, tables, floor, technology etc)</p>	<p>Create a map of the classroom for independent work, group work, project learning. Sit in every seat in the classroom to make sure you can see all instructional areas/resources (charts, alphabet, document camera etc.) in the room.</p> <p>Post learning targets, thinking routines, visual representations, concepts, vocabulary relevant to what students are learning.</p> <p>Create alternate arrangements for small group, large group and individual work.</p> <p>Consider seeking student input about best arrangement for their learning.</p>	<p>District adopted instructional framework materials</p> <p>Paula Rutherford: <i>Why didn't I learn that in College?</i> Chapter 9 pages 243-246: Classroom Interior Design</p> <p>Marzano: <i>Classroom Management that Works</i></p> <p>Randy Sprick: <i>Safe and Civil Schools</i> safeandcivilschools.com</p>
THE TEACHER MAXIMIZES INSTRUCTIONAL TIME BY IMPLEMENTING SMOOTH TRANSITION ROUTINES AND PROCESSES.	<p>Are transitions intentional and necessary?</p> <p>Have you anticipated challenges or obstacles that may arise during transitions?</p> <p>What time is allocated for transitions from activity to activity?</p> <p>Do students understand the sequence of movement/ events/expectations during the transition?</p>	<p>Determine the purpose for transition (attention, movement, supplies etc). Identify all the points during the day/schedule/lesson when students are transitioning.</p> <p>With students, set a time goal for transitions and chart the progress toward the goal.</p> <p>Visit a classroom to observe expertly managed time and transitions.</p> <p>Regularly practice routines and transitions.</p>	<p><i>Why Didn't I Learn this in College?</i> Chapter 9 Organizing the Classroom for Learning pages 234-237</p> <p><i>Teach Like a Champion</i>, Chapter 5 Creating a Strong Classroom Culture pages 154-157</p>
THE TEACHER ORGANIZES THE TEACHING MATERIALS AND RESOURCES NEATLY SO THAT THEY ARE EASILY ACCESSIBLE TO THE TEACHER AND THE STUDENTS.	<p>What is your system for collecting and organizing materials and resources prior to the lesson?</p> <p>Are there times when you need to stop teaching to gather materials?</p> <p>How will you handle that transition?</p> <p>How do students know what is and what is not available for their use?</p> <p>How do you teach students to safely handle materials/resources/technology to promote their thinking/learning?</p>	<p>Make a list of materials needed for your lesson plan (what do you need? What do students need?)</p> <p>Teacher/students create procedures for efficient and safe management of materials.</p> <p>Label materials and resources.</p> <p>Designate a specific place for materials.</p> <p>Model appropriate use of materials for a variety of purposes. Discuss and post rules and norms.</p>	<p><i>Why Didn't I Learn this in College?</i> Chapter 8 Setting yourself up for success and chapter 9 Organizing the classroom for learning</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher intentionally builds positive relationships with students.	What school-wide systems are in place to support positive behavior? How do you show students that you value them? How do you learn about your students' personal lives outside of the classroom?	Know your school's behavior and discipline expectations. Greet students by name at the door to welcome them. Create a student and family survey to get to know your students. Participate in family nights, use conferences as an opportunity to learn about family.	<i>Teacher Talk What It Really Means:</i> Chick Moorman <i>Teaching With Love and Logic:</i> Jim Fay <i>Teach Like a Champion</i> , by Lemov Chapter 7 Building Character and Trust

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher promotes positive relationships between and among students.	What norms and routines might you and your students establish that promote positive student-to-student relationships? How do you structure developmentally appropriate formal and informal student interactions that support language acquisition and encourage cultural understanding?	Plan and implement ice-breaker/ community building activities periodically throughout the year (or when groups change). Plan and regularly implement turn and talk/ pair share/ group conversation opportunities throughout lesson cycle.	

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The classroom climate encourages students to take intellectual risks	What strategies are in place for students to share ideas, manage disagreements and value multiple perspectives? Do students welcome and invite each other's thinking? Are there multiple ways for students to share their thinking? How do you teach the roles and expectations of group work? What systems do you have in place that hold students accountable during partner/group learning?	Have a class meeting to collaboratively decide and communicate norms and expectations. Determine appropriate steps for reinforcing expectations within the classroom. Implement Structured conversation strategies; think pair share, Socratic Seminar, or Literature Circles etc. Pre-plan and create possible groups or partnerships for multiple learning purposes (heterogeneous, homogeneous, etc). Provide graphic organizers and/or assign roles and responsibilities for students to work collaboratively.	<i>Checking Our Systems for Equity:</i> Enid Lee <i>Why Didn't I Learn this in College? ; Chapter 9 Organizing the Classroom for Learning</i> pages 249-256

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

CHAMPs Classroom Management Strategies: www.dailyteachingtools.com

Intellectual Character by Ron Ritchhart: Chapter 7 “Thought-Full Environments: Sustaining a Culture of Thinking”

Jim Burke: [www.Englishcompanion.com](http://www.englishcompanion.com)

Kagan Strategies: <http://www.kaganonline.com/index.php>

Positive Behavior Interventions and Supports: www.pbis.org

Teach Like a Champion, by Lemov Chapter 2 Planning that Ensures Academic Achievement pages 67-69

CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.

KEY WORD: Assessment

DEFINITION: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

<p>Designing student assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessment • Use for planning <p>Using assessment in instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Maintaining accurate records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p> <p>Students indicate that they clearly understand the characteristics of high quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self assessment or peer assessment.</p> <p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p> <p>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>
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Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

<p>Designing student assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessment • Use for planning <p>Using assessment in instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Maintaining accurate records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	<p>Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input. There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class. Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
<p>Design formative and summative assessments to assess student learning and progress toward standard.</p> <p><i>Formative Assessment</i> (during instruction) is used to improve student learning and used to modify classroom instruction.</p> <p><i>Summative Assessment</i> (after instruction) is used to determine the extent to which standards were learned.</p>	<p>What information do I need to help me know what my students know and understand?</p> <p>How will I determine to what degree my students understand?</p>	<p>Select a standard that you'll be working on in class and decide on a formative assessment strategy to assess the learning.</p> <p>Create and refine rubrics that articulate expectations at each level of progress toward standard.</p> <p>Embed opportunities for students to self assess their own learning and understanding throughout the lesson cycle.</p>	<p><i>Understanding By Design:</i> McTighe; Wiggins</p> <p><i>Classroom Assessment for Student Learning:</i> Stiggins, Arter, Chappuis & Chappuis.</p> <p>District adopted instructional framework materials</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
Use assessment data to modify and inform instruction	<p>How do I use formative and summative assessment information to determine where my students are in their progression toward the standard?</p> <ul style="list-style-type: none"> • What can the student do? • What is the student attempting to do? • What does the student need to do? • How will I provide feedback to inform my students of their progress? • How will I address student misunderstandings, gaps, next steps? 	<p>Use available district data.</p> <p>Feedback: Give students feedback that is timely, specific, accurate and frequent enough to help them and you to determine next steps.</p> <p>Determine who needs re-teaching, alternate instructional strategies, performance tasks, or extensions.</p>	<p><i>The Teaching for Understanding Guide</i> by Blythe and Associates: Chapter 7 – Ongoing Assessment.</p> <p>Protocols for Looking at Student Work: http://www.nsrharmony.org/protocol/a_z.html</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
Teacher actively monitors and assessed students' progression towards goals.	<p>How will I track students' progression toward goals?</p> <p>What kind of information best conveys student progress toward standards?</p> <p>How do students track their own progression toward goals?</p>	<p>Set up grade book to inform you and students of their progress. Keep system current.</p> <p>Talk with colleague about grade book strategies.</p> <p>Rubrics of success indicators, narrative description of assignments and expectations, standards-based grading.</p> <p>Set up system for students to track their own learning (learning logs, goal checkin points, progression scale 1-5, rubrics, self assessments).</p>	<p>Access district/ school grading policy</p> <p><i>How to Grade for Learning</i> by Ken O'Connor</p>

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Alphabet Taxonomy "Assessment"

http://docdigger.com/docs/alphabet_taxonomy.html

Assessment Time Saving Procedures for Busy Teachers by Bertie Kingore

Center for Strengthening the Teaching Profession; Learning to Love Assessment; Ed Leadership Dec 2007-Jan 2008 pg 8-13

Center for Strengthening the Teaching Profession; Teaching and Learning Cycle:

http://www.cstp-wa.org/sites/default/files/teach%20cycle_2_0.pdf

Feedback support from Exemplars Standards-based Assessment + instruction at Exemplars.com

http://www.exemplars.com/assets/files/Feedback_to_Students.pdf

Marzano; *Classroom Strategies That Work* 2nd Edition (section on feedback)

Online rubric creation:

rubistar4teachers.org

"The Rest of the Story;" Ed Leadership Dec 2007-Jan 2008 pg 28-35

CRITERION 7: Communicating and collaborating with parents and school community.

KEY WORD: Families and Community

DEFINITION: The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

Communicating with families

- Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- Information about the instructional program is available on a regular basis.
 - The teacher sends information about student progress home on a regular basis.
 - Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.

Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

Communicating with families <ul style="list-style-type: none">• Information about the instructional program• Information about individual students• Engagement of families in the instructional program	<ul style="list-style-type: none">• On a regular basis, students develop materials to inform their families about the instructional program.• Students maintain accurate records about their individual learning progress and frequently share this information with families.• Students contribute to regular and ongoing projects designed to engage families in the learning process.
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher uses culturally relevant communication with students and families.	<p>How will you ensure culturally sensitive, timely, and positive communication with students and families?</p> <p>How will you effectively engage in two-way communication that is responsive to family insights?</p> <p>How will you nurture positive family involvement?</p> <p>What can be done to facilitate equitable access to communication formats?</p>	<p>Teacher establishes two-way communication systems.</p> <p>Teacher establishes relationships with families that facilitate on-going communication.</p> <p>Teacher identifies under-served populations in the classroom to build partnerships with families.</p> <p>Teacher reaches out to parents who are unable to attend school-wide events (Open House, Parent Conferences, Student Led Conferences, IEP Meeting, etc.)</p> <p>Teacher uses a variety of communication tools (e.g. written and verbal communications technology -email, blogs, website)</p> <p>Teacher utilizes translators as needed. Teacher considers parent input when planning instruction.</p>	<p><i>Why Didn't I Learn This in College?</i> by Paula Rutherford, "Working with Parents as Partners," pages 259-272</p> <p>"Tips for New Teachers Making the Most of Parent-Teacher Conferences" http://www.ascd.org/ascd-express/vol6/612-wilson.aspx</p> <p>"Positive Perspectives on Parents and Families," Teaching Diverse Learners, Principles for Culturally Responsive Teaching http://www.alliance.brown.edu/tdl/tlstrategies/crt-principles.shtml#perspectives</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates in an ethical and professional manner.	<p>How might you positively and accurately respond to questions regarding student's successes and challenges?</p> <p>How will you positively and accurately respond to questions about students' support programs (e.g. special education, advanced placement, gifted and talented.)</p>	<p>Teacher responds to communication requests in a timely manner. Maintain a student "Communication Log."</p> <p>Teacher prepares for conversations with families.</p>	<p>Communication Log Template: http://www.teachervision.fen.com/tv/printables/ContactRecord.pdf</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates and collaborates with students and families about instructional programs.	In what ways will you succinctly share relevant information about class content, standards, goals (IEP, learning plans) and school events?	<p>Teacher will locate and use district data resources.</p> <p>Teacher will interpret and analyze data. (See Criteria 6.)</p>	State, district and building assessment data

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher communicates and collaborates with students and families about student progress.	<p>How will you maintain ongoing communication with all families?</p> <p>How will you engage parents and families as teachers, supporters, advocates, and decision makers in their student's learning?</p> <p>How will you use multiple data points to inform students and families about student achievement?</p>	<p>Teacher ends conversations with student, teacher, and parental by articulating and recording next steps.</p> <p>Ensure that promises made are ones that the teacher can keep.</p>	<p>See "Parental Concern Checklist" http://www.educationworld.com/tools_templates/ParentalConcern.doc</p> <p>See http://www.teachervision.fen.com/teacherparent-conferences/printable/59514.html"Managing Parent-Teacher Conferences," a consensus sheet to give to each conference participant, available at:</p> <p>http://www.teachervision.fen.com/teacherparent-conferences/printable/59514.html#ixzz1nQgJ1csr</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher identifies educational stakeholders and facilitates resources to promote student learning.	<p>Which colleagues have relevant information to share about students?</p> <p>How might you coordinate time to discuss student progress?</p> <p>How will you facilitate discussions with stakeholders?</p>	<p>Request a grade-level meeting with other teachers who have the same student.</p> <p>Ask a colleague who they go to when they need more information or resources for a student.</p> <p>Schedule a meeting with the school counselor, ELL teacher and a special education teacher to generate a list of the information on stakeholders you have at your school.</p>	<p>Tool for measuring family and school partnerships: http://www.cde.state.co.us/pbis/download/pdf/MeasureSchoolFamilyPartnerships.pdf</p>

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Good News" post card – and other communication tools available at:

http://www.educationworld.com/tools_templates/index.shtml

"How to Deal with Angry Parents"

<http://www.nea.org/home/12800.htm>

Links for a variety to conferencing ideas such as considerations, collaboration ideas, tips for successful conferences, forms and records planner template, and more:

<http://www.teachervision.fen.com/teacher-parent-conferences/resource/3713.html> and http://www.educationworld.com/tools_templates/index.shtml#parent

"Parent Conference Considerations,"

<http://www.teachervision.fen.com/teacher-parent-conferences/teaching-methods/3854.html?detoured=1>

"Parent-Teacher Conferences: Before, During, and After"

<http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html>

"Parent-Teacher Conferences: Five Important Questions

<http://www.teachervision.fen.com/teacher-parent-conferences/teaching-methods/3683.html?detoured=1>

Telephone conversation itinerary at:

<http://www.teachervision.fen.com/teacher-parent conferences/printable/3724.html?detoured=1>

CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

KEY WORD: Professional Practice

DEFINITION: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

<p>Participating in a professional community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects <p>Growing and developing professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession <p>Showing professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school activities, as well as school district and community projects. • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. • Teacher is honest and known for having high standards of integrity. • Teacher actively addresses student needs. • Teacher actively works to provide opportunities for student success. • Teacher willingly participates in team and departmental decision making. • Teacher complies completely with school district regulations. • Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the year.
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Reflective Questions

- What do I already understand about my performance in this criterion?
- What aspects of my performance in this criterion need practice?

A Distinguished Teacher

Professional practice at the Distinguished level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is:

- Student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process
- Ongoing reflective teaching is demonstrated throughout the highest level of expertise
- Committed to all students' learning
- Challenging professional growth
- Collaborative leadership

Attributes of a Distinguished Teacher:

In addition to the characteristics of "proficient":

<p>Participating in a professional community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects <p>Growing and developing professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession <p>Showing professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations 	<ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and oversees events that positively impact school life. • The teacher regularly contributes to and serves as head of significant school district and community projects. • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. • Teacher is considered a leader in terms of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students. • Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. • Teacher takes a leadership role in team and departmental decision making. • Teacher takes a leadership role regarding school district regulations. • Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
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EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher participates collaboratively in an educational community to improve instructional practice and impact student learning	<p>What groups and partnerships are you currently working in?</p> <p>How are you aware of and enacting the norms of the collaborative groups in which you meet and work?</p> <p>How do you share responsibility to enhance the collaborative work process?</p> <p>Are your goals and outcomes directly focused on student learning?</p> <p>How is the team addressing the individual needs of each student?</p>	<p>Participate in development and using the norms of collaboration.</p> <p>If there are no norms, offer to help the group establish some.</p> <p>Teacher models and values diverse opinions.</p> <p>Teacher holds him/herself accountable to group goals and outcomes.</p> <p>Teacher shares ideas, work load and resources with the group.</p> <p>Teacher offers to bring/share student work and/or data to contribute and receive feedback.</p> <p>Use questioning to help the group refocus on student achievement.</p> <p>Volunteer to facilitate the meeting or to bring student work to discuss.</p> <p>Enlist other members of the group to help refocus the work.</p> <p>Share what you know from your teacher prep program about collaborative groups.</p>	<p><i>Professional Learning Communities at Work</i>, by Richard Dufour.</p> <p>CSTP's Teacher Leadership Framework, available at: http://www.cstp-wa.org/teacher-development/teacher-leadership-skills-framework</p> <p>All Things PLC: http://www.allthingsplc.info/PLC_Washington: http://www.plcwashgtn.org/site/default.aspx?PageID=1</p> <p><i>Groups at Work</i> by Lipton and Wellman.</p> <p>Probing Questions Exercise: http://www.nsrharmony.org/protocol/doc/probing_questions.pdf</p> <p>CFG Protocols available at: http://www.nsrharmony.org/faq.html</p> <p><i>Teacher Leadership Stories</i> by Swanson, Elliott and Harmon</p> <p>District's instructional framework documents</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher advances the knowledge and practice of teaching as a profession within the educational community to impact student learning	<p>How can you help your team focus on building and district initiatives and expectations?</p> <p>How does your team address building and district initiatives as they connect to student achievement (e.g., content expectations, instructional materials and various assessments—formative and summative; classroom, district and state standards)?</p> <p>How do you participate with your team to study and apply current professional literature and pursue professional learning opportunities focused on content, instruction, and assessment?</p> <p>How are you sharing with others your insights from your graduate experience and your new learning as a new teacher?</p>	<p>Pose probing guides to help guide the focus of your colleagues.</p> <p>Share information you receive about building and district initiatives.</p> <p>Begin looking at Common Core State Standards with colleagues.</p> <p>Apply and share research-based, best teaching practices to positively impact student learning.</p> <p>Share articles and stories of what you've tried.</p>	<p>School or district norms/expectations for collaborative work.</p> <p><i>Professional Learning Communities at Work</i>, by Richard Dufour.</p> <p>CSTP's Teacher Leadership Framework, available at: http://www.cstp-wa.org/teacher-development/teacher-leadership-skills-framework</p>

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher pursues professional development to meet annual professional goals (as described in the professional growth plan).	<p>How might you incorporate your Professional Growth Plan (PGP) into your current practice?</p> <p>Have you re-evaluated the PGP you developed in your certification program with your current teaching assignment?</p> <p>Whom in your building or district could help you with that?</p> <p>What systems are in place in your school (evaluations, instructional coaches, building/district initiatives) that offer peer observation and feedback?</p> <p>How does student achievement data inform your professional goals?</p> <p>How do you use your students' needs to drive your choice of professional development?</p> <p>How will you know if it has worked?</p>	<p>Share your PGP with colleagues, mentor, instructional coach and principal to help find resources for support.</p> <p>Ask building and district staff members for a list of professional development opportunities around the topics you identified in your PGP.</p> <p>Ask peers or administrators to observe and give feedback on your teaching practice.</p> <p>Work with a colleague or administrator to set professional goals related to student achievement.</p> <p>Create a grade level team goal based on student achievement data.</p>	Local ESD District PD calendar Professional organizations (NCTM, Learning Forward, etc) District and building coaches Administrators Colleagues Evaluation comments District instructional framework materials Assessment data Professional Growth Plan

EXPECTATION	GUIDING QUESTION	POSSIBLE ACTION STEPS	POSSIBLE RESOURCES
The teacher advocates for curriculum, instruction and learning environment that meet the diverse needs of each student.	<p>What might be impeding your students' ability to learn?</p> <p>What inequities might be contributing to this?</p> <p>What is in your control to manage – where/when/how do you need to leverage support from others?</p> <p>Who might have expertise or authority around this dilemma?</p> <p>How might you use the existing system to focus attention to the need you've identified?</p> <p>How do you know when it is time to let the dilemma go for a while?</p>	<p>Get clear about any decision making process that might be a part of your dilemma – who has the power to do what?</p> <p>Enlist the help of colleagues with decision-making authority to help you think through the dilemma (principal, department chair, etc).</p> <p>Learn more about the system capacity around this dilemma.</p> <p>Consider what is to be gained/risked by speaking up.</p> <p>Ask questions first before demanding action.</p>	Consultancy protocol, available at: http://www.nsrharmony.org/protocol/doc/consultancy_dilemmas.pdf Circle of Perspectives Routine, available at: http://pzweb.harvard.edu/vt/VisibleThinking

REFLECTIONS:

What did I read I might want to try?

What impact do I expect it to have on student learning?

When am I going to try it?

How will it look different from what I've done before?

What support do I need to make this happen?

Further resources recommended for this Criterion:

Promoting Purposeful Discourse edited by Eisenmann & Cirillo.

The Art of Facilitation by Hunter, Bailey & Taylor.

The Zen of Groups by Hunter, Bailey & Taylor.

The Power of Protocols by McDonald, Mohr, Dichter & McDonald.

The Facilitator's Book of Questions by Allen & Blythe.

Crucial Conversations by Patterson, Grenny, McMillan & Switzler.

How the Way We Talk Can Change the Way We Work by Kegan & Lahey.