Prerequisite Relationships Template

✔ **Teacher tool**   __ **Student tool**

Identify the prerequisites for understanding and knowledge of important concepts, and monitor whether your students have met the prerequisites.

Grade Level: _____   Content Area: _____

Knowledge: _____

Prerequisite to understanding the identified knowledge:

Student Demonstration of Prerequisite Knowledge					
Student	**Concept:**	**Concept:**	**Concept:**	**Concept:**	**Concept:**

Domain 1

Knowledge of Content-Related Pedagogy

Domain 1

Misconceptions Template

✔ Teacher tool   __ Student tool

By identifying student misconceptions before a unit or lesson, you can improve instruction. Identify the main concepts in a unit of study you will teach and some probable student misconceptions. Then plan how you will incorporate clarifying activities into your instruction.

Concept	Possible Student Misconception	Clarifying Activity

Knowledge of Students' Skills, Knowledge, and Language Proficiency

Tracking Student Progress

✔ **Teacher tool** ___ **Student tool**

As students master the expected skills and knowledge, record the date that they achieve proficiency. Providing dates helps you assess whether students are progressing at the appropriate rate. It also helps you plan how to accommodate for those students who have well-developed skills and those who need more support. You should closely monitor students for whom language proficiency is a challenge to ensure that they are learning at the same rate as other students.

Skill Set: _____ Grade: _____

Student	Skill:	Skill:	Skill:	Skill:	Skill:

Notes:

Domain 1

Modifications and Accommodations Template

✔ **Teacher tool**   __ **Student tool**

A student's individual education program (IEP) can be a bulky document to keep at hand, but there is important information in it that all teachers must use to plan lessons to make sure that they are meeting the student's needs. Use this template to extract the modifications or accommodations from the IEP that you need to have in place on a daily basis. Keep this template inside a plan book as a reminder when planning lessons.

Student:	Student:	Student:	Student:
Modifications/ Accommodations	Modifications/ Accommodations	Modifications/ Accommodations	Modifications/ Accommodations

Domain 1

Balance

Balancing Instructional Outcomes

✔ **Teacher tool**　　　　　　__ **Student tool**

High-quality instructional outcomes reflect a balance of the different types of skills students need to succeed. Review the instructional outcomes for one of your units and mark which category or categories of skills they fall into. When you've filled out the chart, note which skills you don't address and consider how you can modify your lesson plans to include them.

Overall Unit Outcome:

Instructional Outcomes	Factual Knowledge	Procedural Knowledge	Conceptual Understanding	Communication Skills	Reasoning Skills	Collaboration Skills	Dispositions

Domain 1

Learning Activities

Guidelines for Planning an Activity or Assignment

✔ Teacher tool　　　　　　　　__ **Student tool**

As you develop an activity or assignment, plan how you will engage students in important learning.

1. Concept students will learn or explore:

2. Description of how the activity or assignment fits within the prior and future learning of students in the class:

3. Description of opportunities for high-level thinking:

4. Description of differentiation of activity or assignment:

5. Description of opportunities for student choice:

6. Description of opportunities for students to work with others:

Domain 1

Criteria and Standards

Rubric Template

✔ **Teacher tool**   ✔ **Student tool**

Rubrics are meant to be instructive, formative assessments. The goal is to have students recognize what proficient work is and persevere until they meet that target. Performance levels don't translate neatly into grades because the work is criterion-referenced instead of norm-referenced.

Fill out the rubric template with the evaluation criteria and descriptions of the performance levels for each criterion. You can see an example of a completed rubric on the following page.

Rubric for _____

Criteria	1: Beginning	2: Developing	3: Proficient	4: Exemplary

Student Goals for Improvement:

Domain 1

Use for Planning

Tracking Student Progress

✔ **Teacher tool**   __ **Student tool**

Students' responses to assessments can shed light on the success of a lesson and the progress of individual students. Fill in the students' names and the type and date of assessments to get a picture of what students understand.

Instructional Outcome:

Assessment										
Date										
Student	**Not Yet**	**Got It**	**Not Yet**	**Got It**	**Not Yet**	**Got It**	**Not Yet**	**Got It**	**Not Yet**	**Got It**

Evaluation:

Expectations

Creating a Classroom Code of Conduct

__ **Teacher tool**   ✔ **Student tool**

Consider three to five guiding principles for your classroom, and fill them into the worksheet. Then ask students to help outline some rules that might support each principle. Be sure to write principles in a positive way and ask students to do the same. For example, instead of, "No pushing," you could write, "Keep hands and feet to yourself."

Principle 1:

Rule

Rule

Rule

Principle 2:

Rule

Rule

Rule

Principle 3:

Rule

Rule

Rule

Domain 2

Using Analogies Self-Assessment

✔ **Teacher tool**   __ **Student tool**

For each criterion, indicate how often you use it in your practice and your plans for using analogies in your instruction.

Criterion	Frequently	Occasionally	Rarely	Next Steps
I create analogies appropriately to help teach content.				
I use analogies that are familiar to students.				
When I use analogies, I connect them to important outcomes.				
When I use analogies, I make sure students remember the target concept, not just the analogy.				
I make sure that discussion accompanies analogies.				
I involve students in the creation of analogies.				
I'm good at identifying the types of content appropriately taught using analogies.				

Domain 3

Use of Oral and Written Language

Teaching Mainstream ELL Students: Self-Evaluation and Planning

✔ **Teacher tool**   __ **Student tool**

Best Practice	How successful was I in using this strategy?			Notes	How will I adjust my approach for next time?
	Not Very	Marginally	Very		
1. Enunciate clearly but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.					
2. Write clearly, legibly, and in print.					
3. Develop and maintain routines. Use clear and consistent signals for class-room instructions.					
4. Repeat information and review frequently. If a student does not understand, rephrase or paraphrase in shorter sentences and simpler syntax.					
5. Check often for under-standing, and have students demonstrate their learning to show comprehension, instead of asking whether they understand.					
6. Avoid idioms and slang.					
7. Present new information in the context of known information.					

Domain 3

Use of Oral and Written Language

Best Practice	How successful was I in using this strategy?			Notes	How will I adjust my approach for next time?
	Not Very	Marginally	Very		
8. Announce the lesson's objectives and activities, and list instructions step-by-step.					
9. Present information in a variety of ways.					
10. Frequently summarize the salient points of a lesson, and always emphasize key vocabulary words.					
11. Recognize student success overtly and frequently. However, be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.					

Sources:

Eastern Stream Center on Resources and Training, Region IV Comprehensive Center at AEL, Region XIV Comprehensive Center/Center for Applied Linguistics. (1998). *Help! They don't speak English starter kit for primary teachers.* Oneonta, NY: Eastern Stream Center on Resources and Training.

Reed, B., & Railsback, J. (2003). *Strategies and resources for mainstream teachers of English language learners.* Retrieved July 1, 2009, from http://www.nwrel.org/request/2003may/ell.pdf

Short, D. J. (1991). *Integrating language and content instruction: Strategies and techniques.* Washington, DC: National Clearinghouse for Bilingual Education.

Domain 3

Quality of Questions

Questioning Strategies Self-Assessment and Planning

✔ **Teacher tool**   __ **Student tool**

Best Practice	I Do Well With This	I Need to Work on This	Notes/Plans for Improvement
1. Allow at least three seconds after posing a question before selecting a respondent.			
2. Wait two to three seconds before responding to a student's answer to a question so that the student has time to supply more information or give an expanded answer.			
3. Students repeat your question in their own words before answering.			
4. Questions are complex, with few questions involving only simple recall of information.			
5. Support student thinking by telling them what you're going to ask when you are giving the assignment.			
6. Students create questions about the content to ask each other.			
7. Most of the questions are higher order.			
8. When a student answers a question, another student supplies details or poses another question related to it, then another student may add to that response.			
9. Provide questioning stems, such as "What might happen if. . .?" or "Your answer seems to suggest...," to students to assist them in responding to each other.			
10. Give students standards for their responses, such as "Be prepared to explain," or "Have opposing points of view to discuss."			
11. Students create devil's advocate questions.			

Domain 3

Discussion Techniques

Activities for Involving Students in Discussions

✔ **Teacher tool**   __ **Student tool**

Try these activities in your units and lessons to promote discussions that will include all students. Some activities will work better than others depending on the class and type of lesson. Record when you used the strategies and whether they successfully involved students in discussion. Then reflect on whether you'll use that activity again or how you will modify it for this or another lesson.

Activity	Date	Level of Success Not ←→ Highly 1 2 3 4	Reflection and Modifications
Table Hop/Pass Pose a question and, after giving students a few seconds of think time, hop from table group to table group, calling randomly on one student. The student can respond or pass. After the activity, call on a few students to summarize the various responses.			
Response Cards Orally ask a question or display it on an overhead and have students simultaneously hold up index cards, signs, dry-erase boards, magnetic boards, small chalkboards, or the like to indicate their responses. Response cards can be pre-printed with responses, such as yes/no or A-B-C-D, or write-on cards.			
Hand Signals Students indicate with thumbs-up or thumbs-down whether a given question is true or false or if they understand the content.			

Domain 3

Discussion Techniques

Activity	Date	Level of Success Not ⟵——⟶ Highly 1 2 3 4	Reflection and Modifications
Randomly Selecting Students To ensure that all students are called on during discussions, create a random response system using items such as popsicle sticks or numbers to give all students an equal chance of being invited to respond. For example, write each student's name on a popsicle stick and place them in a jar. Then randomly draw out a popsicle stick and ask that student to respond. After the student responds, return the popsicle stick to the jar so that all students will remain actively involved.			

Domain 3

Student Participation

Getting Students to Ask the Questions: Self-Assessment

✔ **Teacher tool**   __ **Student tool**

To help you determine how well you employ discussion techniques, rate yourself on how often you use each point of the following strategies.

Key: R = I do this regularly.
              S = I do this sometimes.
              N = I need to develop this strategy.

Beginning a New Unit

The class thinks of questions that could be asked about the topic.

_____ I use true brainstorming techniques, accepting all contributions without judgment, encouraging students to build on each other's ideas, and encouraging far-out or unusual ideas. The goal is a large number of ideas or questions.

_____ I capture all student questions in writing and use student assistants to help me.

_____ I categorize the students' questions, combining items that overlap or are overly similar, and use symbols to indicate which are most or least interesting and whether they are easy or hard to answer.

_____ I teach a developmentally appropriate form of Bloom's Taxonomy to help students categorize questions from lower- to higher-order.

Questioning Homework

Students form questions about an assignment for the next day's discussion.

_____ I ask students to write three comparison questions about the story they are reading.

_____ I ask students to find the most interesting question left unanswered by the reading.

_____ I ask students to identify the question the author was trying to answer.

_____ I ask students to write a question that will demand at least 10 minutes of thought to answer.

_____ I ask students to find a question that has no answer, or two thousand answers, or an infinite number of answers.

_____ I ask students to ask a question that is the result of a bigger question. Students then ask the rest of the class to identify the bigger question.

_____ I ask students to identify the most important and the least important questions.

Domain 3

Student Participation

The Interview

Before they read a story or see a film about an event, students recreate the familiar scene of a television reporter asking pointed, focused questions to an interviewee.

_____ I tell students in advance that I will ask one of them to be one of the main figures in the story or film once it is over. The rest of the class will take turns asking that student interview questions.

_____ I ask all students to write down at least three questions to ask.

Bigger Questions

Deep questions require thought, and students shouldn't have an answer quickly. Thinking questions can be 1-minute, 5-minute, or 10-minute questions.

_____ I refuse to call on students while they are supposed to be thinking. I encourage students to jot down ideas while they are thinking about questions.

_____ I encourage students to list other questions that may help them answer the original question.

_____ I demonstrate how one question may spawn other questions.

_____ When the time period is over, I have students draw pictures of how their minds jumped and moved and considered.

_____ I show students the structure of thought that should underlie an informed conclusion to a demanding question.

_____ I work through the supporting arguments on the board so that students can see that the main idea is supported by a framework of other thoughts.

_____ I use metaphors, such as tree trunks and roots, to help students visualize a complex process.

Divergent Thinking

Scamper is a set of questioning strategies in which students are taught to ask how to change an existing product, item, or idea by asking how to substitute; combine; add; modify, magnify, or minimize; put to other uses; eliminate; and reverse.

_____ I have students both ask the questions and answer them.

_____ I explain to students how their questions, even though often very divergent, relate to the required content and show a thorough knowledge of the content.

Sources:
Davis, H. B. (1982). *Super think: Strategies for asking thought-provoking questions.* San Luis Obispo, CA: Dandy Lion Publications.
Eberle, R. F. (1972). Developing imagination through scamper. *Journal of Creative Behavior, 6*(3), 199–203.
McKenzie, J., & Davis, H. B. (1986). *Filling the tool box: Classroom strategies to engender student questioning.* Retrieved July 1, 2009, from http://www.fno.org/toolbox.html

Domain 3

Student Participation

Monitoring Participation in Classroom Discussion

✔ **Teacher tool**   __ **Student tool**

Use this template to monitor individual student participation in discussions. The data can help you make instructional decisions about student understanding and next steps for teaching the content.

Class or Period: _____

Date: _____

Key: + = Observed

            A = Student was absent

Student	Initiates Topic	Offers Unsolicited Substantial Contribution	Respectfully Challenges Another Student's Response	Invites Another Student into the Discussion	Probes the Response of Another Student for Clarity	Paraphrases Another Student's Response

Notes:

Domain 3

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Monitoring of Student Learning

Strategies for Monitoring Student Learning During Instruction

✔ **Teacher tool**   __ **Student tool**

To elicit specific information about student learning from whole-class responses, try incorporating the following strategies into your lesson. Then look for patterns of understanding within the class and adjust instruction accordingly based on individual responses. If you map out possible instructional adjustments ahead of time, you can easily shift gears during the lesson to increase understanding.

For each strategy, plan how you can modify your instruction if students indicate a lack of understanding. Then reflect on how well the strategy worked in your class and what adjustments, if any, you will make in using that strategy in the future.

Lesson:

Diagnostic Prompt	Lesson Adjustments if Responses Show Lack of Understanding	Notes for the Future
Two-Sided Answer Cards Each student has a card with the word "True" or "Yes" printed on one side and "False" or "No" printed on the other. (The card can have green on one side and red on the other for nonreaders.) The teacher poses a series of carefully constructed questions, and each student holds up the card to show the answer.		
A-B-C-D Cards Each student receives four cards, labeled A, B, C, and D. The teacher displays a multiple-choice question, and every student holds up the letter card that corresponds with their answer. Questions should have two incorrect responses, one correct response, and one nearly correct answer that represents a typical misconception about the content.		

Domain 3

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Monitoring of Student Learning

Diagnostic Prompt	Lesson Adjustments if Responses Show Lack of Understanding	Notes for the Future
Sticky Response Midway through the lesson, the teacher asks each student to respond to one or two pivotal questions with a phrase or short sentence on a sticky note. The teacher can scan the answers during the next portion of the lesson.		
Thumbs Up, Down, or Sideways The teacher asks yes-or-no questions, and students answer yes with a thumbs-up, no with a thumbs-down, and unsure with their thumbs sideways.		

Domain 3

Monitoring of Student Learning

Structured Questioning Record

✔ **Teacher tool**   __ **Student tool**

During a discussion, you can elicit diagnostic information about student learning with questions that are carefully constructed to reveal specific understandings. Pose the questions to the class, and select *nonvolunteers* to respond. Maintain a checklist of students who responded and whether their responses were correct or incorrect. For the incorrect responses, note on the checklist how you can adjust instruction accordingly.

Lesson: _____

Key: + = Student answered question correctly.
          − = Student answered question incorrectly.

Student	Question:	Revision for Incorrect Responses:	Question:	Revision for Incorrect Responses:

Domain 3

Accuracy

Lesson Reflection Questionnaire

✔ **Teacher tool**   __ **Student tool**

1. Compare your expectations for the lesson with how it actually went.

2. To what extent did you meet the instructional goals? What is the evidence of this?

3. What were the similarities and differences between what you had planned and what actually happened?

4. Did you make any modifications to your plan during the lesson?

Enhancement of Content Knowledge and Pedagogical Skill

Growth Plan Element	Considerations	Recommendations
1. What format will you use?	• Collegial circles, portfolio development, action research, peer coaching • Working with peers, independently, with department teams, or a combination	
2. What is the goal of the plan? How is it stated?	• Individual, team, building, or district goals • How does it result in the continuous improvement of student learning? • Aligned to one or more standards of teaching	
3. What is the time line of the plan?	• Single- or multi-year plan	
4. What methods or strategies will you use?	• Action research, videotaping, self-assessment, college courses, workshops, visitation days, classroom observations, mentoring	

Enhancement of Content Knowledge and Pedagogical Skill

Growth Plan Element	Considerations	Recommendations
5. What resources or support do you need?	• Classroom materials, student materials, journals, workshops, books, collegial time, technology, release time, administrative support	
6. What are the indicators of progress?	• Student work, videotapes of classes, peer observation, journals, parent responses, student responses, statistical measures, performance assessment, case studies, professional portfolios, benchmarks, state assessments	

Domain 4

Enhancement of Content Knowledge and Pedagogical Skill

Content Knowledge Survey

✔ **Teacher tool** 　　　　　　__ **Student tool**

Use this survey to help you assess your knowledge of the subject areas you teach. If you teach more than one subject at the middle or secondary level, you may choose to complete the survey for each subject.

- In the first column, list the content knowledge standards from the national association in your subject area or state and local standards.
- In the second column, list specific evidence of your strengths in meeting each standard.
- In the third column, list how you would like to improve to better meet the content standards.

Content Standards	Strengths	Areas for Growth

Domain 4